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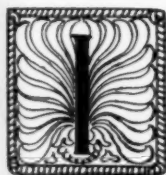
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The business department of THE JOURNAL is on page 729.

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IN constructing THE JOURNAL this effort is constantly made—to aid the reader to stand on the highest educational ground discovered to-day, and to do his work in the light and with the knowledge that comes from standing on that high ground. In presenting these higher truths, the assistance of numerous thoughtful workers is given; the aid of all who have considered the subject in its largest aspects is continually sought. So that each number marks the advance made up to that time in educational discovery. Every subscriber to THE JOURNAL is to be considered as living at a fortunate time—because the paper is conducted from this standpoint.

The change of form made in THE SCHOOL JOURNAL last October has been approved by the general public, by readers and advertisers. It enabled the publishers to spend more money upon it, and this they have done wherever it appeared a solid benefit would accrue to the subscriber.

It is a question that is discussed daily—how to add to the sterling value that the paper has already attained. It would be easy to add showiness, but its entire past forbids that. In attempting to lead a reform in education "show" was pointed out as one of the features that should be abolished. The first and last thing aimed at was solid value in articles, in paragraphs, and even lines. It will be apparent to every reader that the cost of editing, printing, and illustrating has been very much increased during the past year. The attempt is made to produce an educational paper worthy of this metropolis, worthy of the country and of the times we live in.

This number of THE JOURNAL must not be regarded as a sample number; this point must be borne in mind by those who examine it with reference to subscribing. It abounds with articles of a special nature, with general information and advertisements appropriate at this time of the year. It is directed to the many large and important gatherings of teachers taking place. The usual issues of THE JOURNAL contain materials that make it (1) a school-room manual, (2) an embodiment of advanced educational doctrine, (3) a record of those matters going on in the educational world that show which way the wind is blowing.

There has never been a single issue of any educational journal in the world to equal this one in the number of its pages, value of materials, beauty of illustrations, and patronage of advertisers.

The age demands that the schools shall teach how to get a living. But to this little heed should be paid. There are greater needs, there is a higher work for the schools. The world needs to be taught how to live, to think, to reason, to see how things are related; to feel where noble acts are done; to admire the beautiful; to see how the ages are moving in a grand progress; to discern the real causes of things; to obey commanding forces; to put the lower under us, and move on towards higher grounds,—these are the objects the school must aim at.

The teacher cannot too often ask himself, why are these children and I gathered under this roof? It will not do to say the school officers have set him here to have lessons recited—and that is all. That is the feeling of the hireling; it is the conception of the small-sized schoolmaster. The result is seven by nine teaching, of which there is superfluity.

True teaching is to enable the pupil to live aright—be the teaching that of the kindergarten, the primary, the advanced or the high school, or the college; to live aright there and then; to have better conceptions of themselves. And this involves the getting of lessons and the hearing of lessons—only many lessons are got and recited, and the soul of the pupil never touched at all.

Many a teacher will say he is obliged to give his sole attention to cramming in a certain amount of information, and that his work is measured up by an examination. It is the duty of the teacher to protest against any degradation of his calling; to protest hourly, daily, and at every meeting with his fellows. As this is not done (judging from the programs of the conventions), we are to conclude that the teacher may make his object the one enabling his pupils to live, in a higher and nobler sense, if he knows how so to teach. The responsibility is on the teacher whether the teaching of this part of the century is good or bad, not on the school officer.

That remarkable pupil of Socrates who is known perhaps more widely than his teacher, speaks of "the gentle, and pleasant, and approving manner in which Socrates regarded the words of the young men." It arouses the question, do we enough regard the opinions of our pupils? It certainly is the case in some schools, that pupils are not encouraged to have opinions; and then again the teacher has no just idea what the opinions of his pupils really are.

The teacher must be FREE. Would that every association dared discuss this! The word covers a large field; now the freedom to subscribe for the educational journal deemed best, is what is pointed out. What unjust pressure will be brought to bear on the poor girls by officials and others! "Mention it not in Gath." Strike for freedom, teachers! What sort of a teacher would a slave make?

The New Movement.

The effect of the New Education movement in this country has been far-reaching; it has affected every branch of teaching. Finding a beginning, made in founding kindergartens, it has fairly pounced upon these and is employing them in directions never dreamed of by Fröbel—for instance, probably not less than 500 have been opened by churches. The introduction of real science teaching is another phase of the new education movement that, this time, has come to stay; we say *this time*, for more than twenty years ago there was an effort made to teach science by books alone, but the people would not stand the nonsense.

The danger that is before us comes from a determination on the part of superintendents and principals to have the new education introduced at all hazards. They will tell some primary teacher, "You must introduce the kindergarten methods; they are introduced over in A—— and the people are all talking about it." They will tell some other teacher, "You must introduce science teaching; get some stones, some leaves, and all that sort of thing, and talk to your pupils about them."

Need it be said that the last state of that school will be worse than the first? The old education was no foolish concoction; its strong points especially were the men of trained minds to administer it. These men aimed at visible results and got them; the pressure they brought to bear, made the pupil exert himself, and thus the cardinal principle of the new education, that the mind is educated by its own efforts, was employed, somewhat indirectly it is true. The old education in the hands of a man of trained mind is infinitely to be preferred to what some meager student calls the new education, but which is not education of any sort or kind.

In a certain town in California, a lumber mill made a quantity of bay windows, and it was the popular thing for each man to nail one against the side of his house, and then persuade himself he lived in an edifice made in the "new style." The incongruity was so painful that one walking the streets would be sorely tempted to pry off these bay windows, feeling that the plain old house in its old shape was infinitely to be preferred to the monstrosity made by the modern addition.

There are men who feel the new breath that is blowing among the school-rooms of the country; they ask for a few words to label this evident movement; they are told it is the new education, and they hasten to declare they are on that side. Col. Parker neatly describes them as "old educators with a new education 'lean-to' tacked on"—sometimes right in front, sometimes in the extreme rear. Old educators with a "new education attachment"!

Of course, the objection is not that they have become new educators, it is that they are the same persons. When Jesus came on earth, he found a nation apparently close students of the Scriptures; to it he repeatedly says, "Search the Scriptures." The foundation of the new education is laid in a searching study of education; a large, an exhaustive study. A new educator is a man who knows considerable about the history, principles, methods, and civics of education; this is not all, but it is the foundation.

The old education produced but a few volumes; few were bought, and they were but little read. When the Pestalozzian wave broke on our shores it pro-

voked a study of education. Abbott's "Teacher," Emerson's "Schools and Schoolmasters," Page's "Theory and Practice" appeared, but they were not largely read. There was a subsidence of that wave, and these books accumulated dust on the teacher's shelf. The Fröbel wave crossed the ocean, and now, there was begun a real study of childhood. The unused books were taken down; others appeared; and it is clear that the feature distinguishing this period is a study of educational principles.

Those then who would be of the new educators must be thoughtful students of education in all its aspects. It is not a new sect that has sprung up; it is the clearest application of all the truth that has been reached concerning the means to further the evolutionary processes, made inherent in man's nature by the Creator.

Every teacher appreciates the aid that comes from off-hand blackboard sketches in the way of illustration. Every subject, from the first steps in teaching little children to read, to the last year's course in the high school, can be far better taught if the teacher knows how to use the crayon to illustrate the ideas that cannot be made clear to the pupils by words alone. But all teachers have not—or *think* they have not—the ability to do this rapid blackboard sketching, even in a crude way. "I can't draw," will fall from the lips of the large proportion of teachers when urged to adopt this method of vivifying the subject-matter of ordinary school branches. The picture of what they want to do is clear in their own minds; but the hand refuses to obey the will and they stand humiliated before their classes if they undertake it. Without doubt there is difference in natural gift in this direction, as in everything else; but the power to illustrate work upon the blackboard can be acquired.

Lessons to teach the art of illustration have never been given to teachers in any systematic way in any educational publication. THE JOURNAL, feeling the importance of this matter and desiring to aid the teachers all over the land to do their work in the best way, has arranged to give a series of articles in its columns during the next year which shall be in the nature of regular instruction. These valuable articles will begin at the beginning, giving practice work for the teachers, and lead up by regular steps to the illustrative work that will be adapted to every subject in the school curriculum. They will be prepared by Miss W. Bertha Hintz, of New York, formerly in the Boston normal school. Miss Hintz is well-known, to all teachers who have seen her blackboard sketches in normal school and institutes. She stands at the very head of this kind of illustrative work. She has never before given this work to the public in printed form, and we know this announcement will be received with delight by the many thousands of teachers and pupils who have looked upon her skill as something beyond their power or opportunity of attainment.

These articles, which will begin in the September primary number of THE JOURNAL, are announced in the columns of this issue, by an introductory article by Miss Hintz, accompanied by a specimen illustration. To give teachers similar skill, all instruction will be directed. No teacher can afford to lose the opportunity to acquire this school-room art.

This is but one of the many steps to be taken to make THE JOURNAL a means of placing its readers, week by week, on higher stages of usefulness to their pupils.

The Training of Teachers.

By MARY E. BURT, Chicago, Ill.

It happened once that I visited a city and by chance strayed in a school-room where the superintendent was holding an institute of fourth and fifth grade teachers. His assistant sat on the platform near him in an easy, lounging position and was evidently in a deep study. The teachers chatted carelessly until the superintendent began his talk and then at once put themselves into an attitude of heartfelt attention. There was no nervousness, nor fear; nothing to denote that discretion was a part of the burden to carry. Discussion was exceedingly conversational and most peculiar, from the fact that nobody seemed to care which way any matter was decided. I noticed that the superintendent at first addressed his remarks for the most part to his assistant, and that his form of statement was interrogative—"Which would be better, this or that? Which has proved more successful, such a measure or such a measure?" The assistant slowly and carelessly appealed to different teachers for opinions and with great thoughtfulness and no signs of fear (or discretion) the teachers replied. Little by little the entire work of the grades was canvassed and the philosophy of the right and wrong in teaching those grades was laid bare. When the institute was at an end, the teachers lingered about in little groups and seemed kindly disposed toward each other and toward the work. "Here is the wisdom of philosophy," I said. "No law has been laid down to these teachers and yet they all go away feeling themselves under a law. Many avenues have been opened up to them and they are all left to choose, each for herself; and yet they will all choose the same course because they have learned to distinguish the better from the worse. Here is a real superintendent of schools and here are real teachers."

The wisdom of philosophy, as distinct and different from the wisdom of the serpent, resolves itself down to insight and inner power rather than the power which leans on externalities. The wisdom of philosophy builds up others. The wisdom of the serpent is conservative and preservative of self, and self alone. When philosophy is on the throne, suspicions cease. Fear ceases. No man looks to see what his neighbor is doing or thinking, but each soul "turns to the divinity within itself that it may be just and pure."

Philosophy has no need of discretion because it has nothing to conceal. Its purpose is to reveal everything that the better may be chosen. Even its errors are thrown into the light that they may be of service in coming to higher conclusions. In this way the philosophical mind builds itself and frees itself.

The wisdom of philosophy is the great force needed in the school-room, and I am persuaded that it comes through right training; not the dogmatic training of the ordinary school, but that training which leads teachers to think. Almost invariably the problems which come to those who are trying to do their duty as public school servants, narrow down to one conclusion—that the trained teacher is a necessity. The artist, rather than the artisan, should be at the head of the school-room. "Has drawing any educational value?" "No," cries one; "out with it." But the trained teacher knows that it is a universal language, the language in which all people have spoken before they could write. Whether or not this factor in human development is recognized depends upon the teacher's power to think. It is the wisdom of philosophy which discerns it. Shall reading be taught so that all life past and present is interpreted through it to the child?

Again we come to the training of the teacher. The teacher who thinks along psychological lines will see the possibilities in reading. The probability is that she has been trained to reason.

Normal schools are rising all over the land, and in fact all over the world, and their mission is to free the mind. Freedom, freedom from fear! Valor! The valor which comes through knowledge! These are the attributes of the artist, the trained teacher, and these are the gifts of the training school. The normal school says, as did the

good superintendent, "Which is the better? Which is right? Reflect upon these conditions. Form independent judgments. Acquire the power of seeing conditions in the child's mind. Measure him by the activity of his mind, and not by his fear of you."

The only danger of the normal school is that it may fail in freedom and take to the wisdom of the serpent, cautiousness. In the worst normal school I ever saw, everything was didactic, compulsory, exact, coercive. The teachers walked in fear. The children moved with hands folded. Good teachers lost courage and "failed." Poor teachers were left uninstructed.

I have seen the exact reverse of this, a normal school where freedom ran riot just as it does in nature. A school in which liberty was everything,—law, nothing; where the only valuable thing was the wisdom of philosophy. Here valor reigned, but was unsustained by composure. Discretion fled and even philosophy became confused.

The former school crushes and kills. The latter angers even that which it uplifts and frees. But it trains the teacher into liberty, and gives her power to see by apprehension. It shows her how to be brave, too brave to seek for results, too great to care for conclusions, too intelligent to believe in positive knowledge.

A tendency to adopt one course of study and come down to one set of patterns is the danger which looms up in the future of the normal schools. Should training schools for teachers surrender to formalism the case is hopeless; there is nothing to save the primary and grammar schools from becoming a vast machinery for the manufacture of the dead.

It is possible, barely possible, for a teacher to do psychological work without being conscious of it. It is also possible for a teacher to do psychological work because she *is trained*, and for that reason only. In that fact lies the necessity for the training of teachers. It is better for a teacher to do right work consciously than unconsciously. The man is safest who keeps a certified check for everything. He not only knows that he is honest; he can prove it.

Every great city is bound to have its normal school for the training of teachers, in one form or another. If it does not begin solidly at the foundation and train its teachers before they go into the school-room at all, it is sure to take a more expensive course. It always pays to put in a good foundation. Where there is no training school for teachers there is of necessity a great floating normal school consisting of supervisors and special teachers who are working in a hopeless way to train teachers who are too busy to be trained. Chicago pays nearly \$120,000 for superintendents, assistant superintendents, supervisors, and specials in music, drawing, physical culture, sewing, sloyd, German, singing and drawing in high schools, and in addition it carries an expensive compulsory department. The same corps of workers put into a normal school to train the teachers before they ever enter on their work could accomplish better results. The training which they now do must be superimposed upon the teachers when they are tired, and anxious, and consequently not in a receptive condition of mind.

The work must be done "on the fly," catching the teacher at odd moments, or taking her precious Saturdays, her one day of days which she needs for her own private use.

It must be evident to all thoughtful people who are so unfortunate as to have the evidences before their eyes that the necessity for a compulsory department to force children into schools is largely due to the fact that school-rooms are too often barren of interest, and that this condition exists because of a lack of training among teachers. The soul of the child rises to declare its independence and even if his body be forced into the school-room, his spirit escapes unless held by some higher law than that enacted by the legislature. Here again the teacher is the problem. The teacher is always the problem. The wisdom of the serpent says, "Coerce the child." The wisdom of philosophy cries, "Free the schools! Train the teachers!"

English Pronunciation.

By L. ABBIE LOW, N. Y. City.

"If perhaps these rhymes of mine should sound not well
on strangers' ears,
They have only to bethink them that it happens so with
theirs;
For so long as words, like mortals, call a fatherland their
own,
They will be most highly valued, where they are best
and longest known."

—*Longfellow's Translations.*

There's a deal of truth in this translation from the quaint and homely German of the seventeenth century. A truth which is bound to reveal itself with especial significance to those who venture upon the thankless task of criticising the pronunciation of the English tongue, at this close of the nineteenth century.

Pronunciation seems to be a matter of location, and every idiosyncrasy of the language has its own home,—its "fatherland" when it passes all gates without a challenge.

Not only do the two English-speaking nations differ in their tongue, but sections and communities have constructed dialects of their own which are all "most highly valued where they are best and longest known."

It is this local habitation of words, this tender solicitude that each feels for his own, that makes criticism so difficult and so almost impossible. By familiarity we may become resigned to errors as to evils. Alas! errors may become so familiar as to render us unconscious of their existence. Certain errors that are common to the refined and scholarly in one location, sound grotesque, and even absurd, to the equally refined and scholarly of another.

An elegant scholar of my acquaintance,—one whose general pronunciation might have served as a model, so correct and studied was it,—always spoke of my native state as Pennsylvaniar, never seeming to be in the least aware of his generous bestowal of an annex to the word. Reverently,—for my friend was a clergyman,—did he allude to Rebecca, and to Jonah; and in the same liberality of speech did he supplement all the ideas of his people. And yet, I believe this elegant friend of mine would have felt orthoepic chills creeping over him had it been his fate to receive consolation from a brother equally scholarly, and equally elegant in the words "ope hon; 'ope hever." So deaf are we to our own frailties.

Let me call attention to a note in the "Unabridged" which bears too directly upon this subject to be passed unnoticed. The note is concerning the use and misuse of the *h*, and occurs in principles of pronunciation. It is as follows:—

"In many parts of England the sound of this letter is almost always omitted where it ought to be uttered, and uttered where it ought to be omitted. This gross and vulgar error is rarely, if ever, heard among the natives of the United States."

With all respect and reverence for the author, I confess that there is to my ears a smack of dogmatism in this statement; especially when confronted with the sins of omission and commission concerning the same *h*, that are now so prevalent, and so glaring "among the natives."

Please keep your *ear on your tongue* while you read the following lines, and see if there is anything that sounds familiar in the use of the *h*:—

Oh wen will my deäñ one appeäh,
Wat a long wile I wait,—and how dreäh;
Wy, wy comes he not neäh to cheäh,
Wence these wispers of feäh to my eäh?

It may be to some a matter of surprise, that it is among cultured and elegant people, and from tongues polished by education that "omissions" and "utterances" like those indicated are heard, and that these people are not the inhabitants of Alaska either. It is but natural for human beings to be sensitive concerning

faults; and faults in pronunciation are no exception. "Handle with care," is an injunction to be heeded by those who feel called upon to give such faults transportation. Kate Field in an article entitled "Southern Tongues" has classified and specified certain "sins" in the matter of pronunciation, and not only this, but she has dared to locate them as well. Who now will be brave enough to bunch up the others under the heads,—"Eastern Tongues," "Western Tongues," &c., and in the name of these several sections make general confession?

But Miss Field has not been so unkind as to bring these short-comings of the "soft-voiced Southerner" before the world without at the same time presenting excuses for them. One of these, and a very reasonable one she finds in the climatic influences which environ the people of the South.

It may be that those who undertake to treat the subject locally will find in other sections a sufficient cause for the imperfections they name.

Scientists are exploring in every other realm of study; why not invite them to further investigate language? Should it be proven beyond controversy that pronunciation is climatic, they may contribute to science by disclosing the exact conditions under which perfect pronunciation will be most likely to be produced.

Or it may be that the germ theory will be brought to bear upon the case. I think this latter is quite likely to take place, and shall not be at all surprised at the discovery of certain germs, or bacteria, under favorable conditions that develop into mispronunciation.

Pronunciation of words is not difficult to teach to little children. The unfolding of the truths that make up knowledge, and the training of the intellect, require a degree of skill, but pronunciation is merely a matter of imitation and drill; its simple requirements are—exactness, vigilance, and perseverance,—qualities easily within the reach of all. Language is the dress of scholarship; the outward apparel that designates the rank.

Nothing so openly, nor so surely, proclaims or betrays the scholar as his pronunciation; and, in the case of the child, the quality of the teaching he is receiving is perpetually registered and advertised by his pronunciation of the words he learns.

By their pronunciation ye shall know them, and not only them, but their teacher also.

Drill, drill, drill. Watch, watch, watch; make every word in every reading lesson a study. Challenge every word before it passes to the class. Let no small word, however familiar, receive a nickname. Washington Gladden says,—"It is better to say, 'This one thing I do,' than to say, 'these forty things I dabble in.'" If the world is to be converted to correct pronunciation it will be through the unconscious missionaries sent out from school-rooms.

School Housekeeping.

By IDA GILBERT MYERS, Principal Normal School, Washington, D. C.

"This certifies that — having satisfactorily completed — is qualified to teach," etc., etc.

Certificates bearing phrases similar to these are, at this season, coming into the hands of hundreds of young people who, a few months later, will take up the duties of their profession. Their years of study and training have brought to most of them enthusiasm, moral courage, and an ardent desire for high endeavor. They feel ripe for achievement—equipped for great undertakings. They are impatient to be off, to be doing.

But what a responsibility they assume; past their present comprehension truly! Yet as well as she can, the teacher, new or old, must bring herself to appreciate the tremendous force of the contract she has made. It is a contract, implied I grant, but quite as binding as those more formal that regulate the term of service and compensation. This promise is nothing less than daily and hourly to contribute strongly and wisely to the making of men and women from elements marked only

by incongruities and apparent impossibilities. The less promising the material, however, the more the children in her care are weighted by the failures and the sins of long lines of grandfathers and grandmothers; the more they are hampered by poor homes and other cramping conditions, so much the more must the teacher bend his energies to shaping these misfits of humanity into symmetrical and harmonious beings, sufficiently in touch with things strong and beautiful and good to make these small folk into men and women fitted to live best for themselves and others. *This is the contract* and its fulfillment alone makes the claim of the educator valid.

Fine scholarship, sound philosophy, and "modern methods" may contribute ably to this day-by-day development, but they are not enough. Besides these there is an element in teaching that either builds up or pulls down the work according to its use as an aid, or its neglect as something of no consequence. This element is the educative power of the child's material environments. I mean the school-room as a room, with its walls, desks, tables, and boards, instead of simply regarding it as a place in which to acquire information. I mean the teacher as a person, made up of strength and beauty and sympathy, rather than a mere personification of purely scholarly attainments. These physical things teach—teach right along all the time—whether we will it so or not. We know that this is true outside of the school-room. It is our business to know that it holds true inside as well.

In all the affairs of life no one attempts to deny the resistless, uncontrollable effect of immediate environment upon self. To count upon it, to calculate its effect, to modify conduct out of respect for its potency, constitutes a large part of the wise man's wisdom. Our points of contact are undeniably most powerful factors in shaping and modifying habits of both mind and body. That which the senses take in day after day is sure to pass from something apart—something outside one's self,—to an assimilated inside, becoming really a part of one's life, all the time either elevating and refining the fibers of one's being, or degrading and coarsening, as the case may be. Surely there is no place where this constant factor of physical environment is more strongly operative than in the school-room. The school life covers an age of peculiar sensitiveness and receptivity and during this time, hour after hour, day after day, and week after week, the material features of that room make unbroken and persistent attacks upon the senses of its occupants. The onsets are silent but as irresistible, quite, as the most vociferous efforts from habits.

In view of this fact, the teacher must make up her mind to really "keep house" in the school-room as one of the most effective parts of her teaching. It has a homely sound, I know, savoring of menial service, and in all the enthusiasms and exaltations of professional preparation, dust cloths and scrap bags had no place; yet these are essentials in this "building of the nation." These are the first helps to prepare and to use in order that we may be left free to teach without the harrowing consciousness that the eyes are taking in sights sufficient to destroy a large part of the value of that given in the formal work of training.

Power for these children is what the teacher seeks, nor does it of necessity come only with arithmetic and grammar. In the proper management of the school-room there is as great an opportunity to develop personal responsibility in practical affairs as there is in the regular work of teaching. *Order is power, tidiness is power, prudence of plan and action is power, as truly as is the ability to add fractions and construct sentences.* These qualities come as frequently in the little economies and judicious planings of housekeeping as in the more dignified work of scholarly exercises. Let young teachers look to it then that their school-rooms subserve the purpose of helping to make the children capable. Often you are the only person in the world who gives these pupils one grain of help in this direction. Do it. How? In the first place make them feel that the school-room is theirs. This isn't done by talk, but by action. There is nothing more certain to bring out personal interest and care

than a sense of ownership. Do make the school-room *theirs* to preserve and improve. See that *they* keep this place in perfect order. Don't do it yourself. Be there; help; suggest; be interested, but *let them do it.* The teacher who herself rubs and dusts and arranges isn't giving children habits of work. Bring each one to feel that *his* desk, *his* part of the room, *his* books are to be kept immaculate by his own labor, to the end that he may become habitually orderly and painstaking. There are general duties, too, that different pupils may take. For instance, as soon as they understand why you make a particular arrangement of curtains or shades at one time, changing this at another to give the light required, pass this duty to a pupil to perform regularly, unobtrusively and intelligently. Let another look after the ventilation. Show them what you mean by a perfectly clean blackboard—one fit for *their* room; then require them to keep it so. Exact punctilious care in the execution of all the duties assigned if you would have them do the good they may do. See that every accident that mars or disfigures any part of the room is immediately made good.

If several days are needed to set things a-going after this fashion without fret, without friction, time will not be lost and you will have done much to start pupils in ways of self-reliance and self-help. To further accent these qualities, require them to spend a certain part of each day in independent study. Throw them upon themselves. In these days of "over development" this feature of the schools is likely to be neglected.

Know the purpose of the schools. Study the children carefully and from these two points. I am sure you will appreciate the efficiency of this practical business management in connection with your theories of teaching, as a means of true development.

In-Doors at Recess.

(Abstract of a paper prepared by Prof. W. A. Hester, Evansville, Ind.)

The teacher is in her school-room with a score or more of hearty, healthy, vigorous, wide-awake boys and girls. The time for recess arrives, but it is raining out-of-doors; raining as if it expected never to have another opportunity to rain. The tired but brave-hearted teacher glances out of the window and instinctively exclaims, "Only rain, and nothing more!" Yet there is something more—there is mud, fresh, soft, sticky mud, fast becoming deeper and softer and muddier. "No out-door recess to-day," she says, with a sigh, to which the pupils respond with "sighs of different size."

This attractive picture, pen-sketched, is a familiar one to every teacher. We "have all been there." Would you maintain "order" during such a recess? We all concede that an "orderly room," even during recess, is desirable. But what constitutes an "orderly room" during such a period? This answered, how is such order to be secured? An attempt to answer these questions, propounded to the writer by a number of earnest and esteemed teachers, is the purpose of this paper.

Step into a school-room, if you please, containing some forty pupils, ranging in age from 11 to 16 years, about ten minutes before recess is declared. One little fellow in the front desk, almost under the teacher's feet, is gaping as if the farther he succeeded in getting his lips and teeth apart, the sooner recess would come. The fellow at his left has just succeeded in twisting in one direction that he had not thought of before and recovers, with face red and eyes bright, and with a grin of triumph on his face. The young hopeful just behind him is playing the part of juggler. From a mysterious recess of his mouth, apparently from his throat, he is drawing an endless string. Unmindful of these, an amateur artist is sketching in crayon a pig on the back of one seated in front of him, while a promising little miss is turning in various directions her slate on which saliva is wending its silent way here and there, round and round, as the slate is turned, making rivulets, rivers, lakes, islands, and other nice little things, illustrative of her geography lessons. Her friend just over the way is

taking out of her desk for the fourteenth time since school convened that tin pencil box with a snapping lid and is delighted to learn that her new red penholder is still in it.

Little Fanny has had a good, long, sly chew on her wax; but the bang, crash, and rattle of a fallen slate bring all to their senses, and the recess bell rings. Miss Blank declares recess and leaves the room for a few minutes to discuss with a friend plans for reconstructing a last season's dress.

In the school-room "all is lovely." Four boys, one at each corner of the room, are playing "puss" at the risk of heads, windows, and other breakable articles. The teacher's desk is being ransacked by two girls, the teacher's very best friends, while one boy is vainly trying to get from under another, and still another is "seeing how far he can go across the room without stepping on the floor." Chalk has taken wings, while paper wads, apple cores, and bread crusts vie with each other in obeying the first law of motion.

Miss Blank appears on the scene, and asks the pupils if they were not aware that they were out of order. They contend that they were not. You say Miss Blank's pupils were not very orderly at recess. How much more orderly would you have them be? Would you have them sit still and say nothing—only stare? But that would be no recess. What pleasant memories those pupils would have of eight or twelve such recesses coming together in a rainy season or a bitter cold spell! How much freedom shall they be given? And if freedom is allowed them, how hold them within bounds? "Ah, there's the rub!"

A room full of young people have been sitting for two hours or more in the same seats, and are now all gappy, their limbs longing for a good stretch, their eyes tired, their blood almost stagnant, their skin dry and chilled, and their brains dull. It is plain that they are unfit to continue their work; their bodies must go through a process of renovation. Their whole being demands a change of occupation, a brief period, at least, for recreation and relaxation, and a "recess" is granted them; but the inclemency of the weather makes it necessary that the recess be within doors. What next? Withdrawing all restraint, shall we permit the pupils to do as they please during the recess?

Such a course might in a short time prove disastrous, so we all agree that the pupils should be *governed* even during the intermission given to recreation, and that the teacher should be the governor.

The judicious teacher, however, adopts no rigid set of regulations, "unchangeable as the laws of the Medes and Persians," for the government of her pupils during such periods. Experience and good sense have taught her that the principles governing people of refinement and culture in their intercourse with one another can, with slight modifications and additions, be adopted for the government of her pupils in their social intercourse.

I know of no better plan than, after a few words of counsel with the pupils, spoken in a manner that impresses them of certain forces held in reserve for cases of emergency, followed by a plain statement of what persons of etiquette and politeness expect of others in social intercourse, to give pupils their freedom and then watch their actions, listen to their conversations, and study their dispositions. I say watch them. I do not say sneak around corners nor peer through keyholes to watch them doing just what we inwardly expected. Whatever we do, let us not be spies nor eavesdroppers. It is not human to love either, and most pupils are human beings and governed by human loves and hates.

The recess, I deem it, is the true teacher's opportunity. It is the time when the teacher's and the pupil's real dispositions manifest themselves. It is the time when both teacher and pupil come together socially. The noble traits of the characters of both are learned by each other and the weaknesses of both are unmasked.

It is not probable that every teacher realizes her responsibility in the social training of her pupils. By far too many, intent on "making some money," possessing

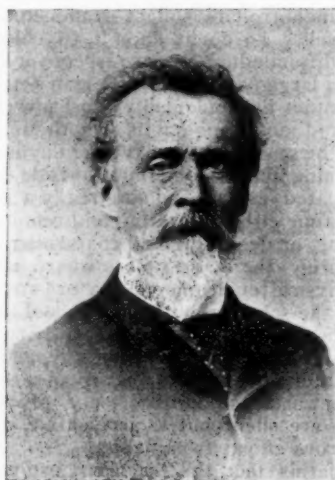
little or no knowledge of child-mind, and with no perceptible training for their work, with

"Unskilled hands attempt
To play the harp whose tones, whose living tones,
Are left forever in the strings."

Do we not—we teachers—pattern after some one or ones whom we have called teacher or teachers? I must confess I do. Try as hard as I can, I cannot throw it off. Time after time do I find myself asking myself the question, "Well, now, how would — have done this?" or "Would — have done so under like circumstances?"

Are we not imitators, ancient as some of us are? Are there not those by whom we were instructed many years ago, perhaps, whose purity of heart, honesty of action, patience, enthusiasm and skill in arousing the activities of our young minds, instilling into us a love of the "good, the true, and the beautiful," and a desire to know, who constituted our ideals then and whose spirits animate us even now?

The secret of the teacher's power of government is not that she has a higher authority to whom she may appeal. It rests with the teacher and in the teacher herself, and it is during the recreative periods that the active, wide-awake teacher, the teacher of tact and good judgment, gains much, very much, of this power of control.



THOMAS CUSHING.

(The following four articles are from principals of well-known private schools. To teachers occupying such places there is no way out but to make a study of education; their success depends on the practical solution of the important problems of education. Hence the value of their views.)

Private Schools.

WHY THEY EXIST AND FLOURISH.

By THOMAS CUSHING, Former Principal of Chauncy Hall School, Boston, Mass.*

When educational institutions, other than public, have existed among us for a long time, and show a tendency towards permanence and increasing success, it is fair to conclude that there must be some good reason for their existence. This is the present condition of *private schools* in our country, and it is the object of this paper to show the need and usefulness of them to round out a comprehensive system of education.

This may be done without derogating in the least from the great public school systems of education, which naturally include and provide for the great majority of our children. These are among the most remarkable developments of modern times and perform their allotted work, on the whole, nobly and successfully. But there must always be some cases that they do not cover to the best advantage.

The teaching and requisitions of the public schools must be founded on and adapted to the general average of ability of the children attending them. Nothing else could fairly be expected. The time of the teachers is fully occupied in directing the studies and getting the best results from those possessing this average ability. Their classes are large and every minute must be occu-

*Mr. Cushing was connected with this school for fifty years.

pied in doing the best they can for them. This is what they are employed for and this they must do. But a minute's reflection will show that this average ability does not include all the children needing education. Four other classes may be roughly mentioned, forming no inconsiderable proportion of the whole; viz., the extra bright, and the extra dull children; the feeble in health or eyesight, and those who, from peculiar circumstances, have not had the usual early advantages. None of these classes of children can be taught to the best advantage in schools where the general average of intelligence and ability has to be chiefly regarded. The very bright and able can do much more than is required of them; but there is no time or opportunity to exact this of them, and they are consequently losing their time and ambition and are likely to acquire lazy and troublesome habits. The dull and slow, on the contrary, find themselves overburdened and are discouraged, and almost inevitably fall behind. The feeble in health find themselves in a similarly unfortunate condition, though from different causes. The public teacher is not to be blamed for this state of things; it is inherent in the system under which he is employed and we have yet to look for a system which shall obviate it. He will do all that he can to remedy it, giving often largely of time that should be his own; but from the nature of the case, little can be done. Time is limited; so is human endurance, even a teacher's. The amount of time and attention bestowed on the children especially needing it must be slight and irregular; they become a burden to their respective classes and receive but a poor education.

Here is where the private school comes to the relief of those whose parents are able to take advantage of it, and, in these days, many are disposed to do so very liberally. Private schools are of different kinds. Sometimes an able and accomplished man or woman undertakes the education of a very few pupils needing special attention at a high rate of compensation, giving them almost the advantages of private instruction. Sometimes, especially in large cities, very large private schools can be supported and are able to furnish a force of teachers large enough to provide for those needing special attention. When such a school has shown its ability to do this work, it attracts other pupils, without regard to any special needs, and, with good accommodations, and enlightened and liberal arrangements it becomes a permanent educational institution. Permanence alone and a settled policy, will of themselves continue to draw pupils, especially if a favorable impression of the character and ability of its principal teachers has been impressed upon the community. Most of our cities have schools of this description liberally maintained by their people, and not by any means confining their work to those especially needing it. Various influences tend to co-operate with the original need of private schools to insure their permanent success. I need only mention the drawing power of companionship among the young, ideas of special refinement in language and manners supposed to prevail among their pupils, social advantage, whether real or imaginary, and many other considerations which influence people in their choice of residence and association. Want of space will not admit the further development of these influences, but they may easily be imagined.

There is another kind of private schools that have long been maintained among us for the benefit originally of the more sparsely settled rural districts which are unable to maintain schools of a high class, and incidentally also for pupils whom it is desirable to send away from their homes. I refer to the academies, which, founded by liberal men, and though perhaps partially free to the children of some favored locality, can by no means be called public schools, as they are in no degree supported or regulated by state or municipal authority. Many of these have done excellent work, and still continue to do it, in the preparation of scholars for college, whose native towns make no provision for such instruction. Some of these academies have become famous, and having attracted additional bequests and endowments, draw scholars from all quarters, and are likely to hold their own against any degree of excellence of the strictly public schools. I need only mention such schools as have long flourished at Exeter, Andover, Quincy, Leicester, etc., where excellent preparatory work is done for our colleges.

Till very recently, a new and important branch of education, the kindergarten, lying at the very foundation of all the rest, was entirely in private hands, not being recognized by those who directed our educational systems. It is still so maintained in the greater part of the country, though a few cities and towns of extraordinary enlightenment and liberality, have adopted it as the foundation of their system. Large classes of devoted and enthusiastic young women are yearly preparing in private establishments, for this service which is becoming a very large and important part of primary education. To speak of its usefulness does not seem necessary. Without enumerating various other kinds of private schools and teachers, it will be seen that the interest is a large one, and not likely to diminish. Too many men and women of character, talent, and means are engaged in such schools to make their diminution at all probable. There is no real opposition between public and private schools and their respective teachers. On the contrary, they can be useful to each other in forming sound public opinion on educational subjects. Enlightened self-interest alone

leads to the introduction of the best books, the best methods, the best school furniture and appliances into the private school, and thus opens the way for them into the public school, which has to wait for the slower movements of superintendents and committees. In point of fact, many of the progressive movements in education have originated with private teachers of original minds, who, in trying to do the best possible thing for their own schools, have opened the way for improvements into schools at large, thus proving the advantage of union and sympathy among teachers in the general cause of education.

Individual Work in Private Schools.

By JULIUS HOWARD PRATT, Ph. D., Milwaukee Academy, Wis.

Some years ago in Paris there was a school of artists called *Pot-bouilliers*. Their method of producing a number of pictures from a given canvas was unique and interesting. The plan of the pictures being before determined upon and the canvas made ready for their colors, they would pass before the canvas each with paint of one color. To one was assigned the green, to another the red, to another the blue, and each was expected to contribute his part to the series of pictures. That the result of this manner of painting was in no high degree artistic was to be expected, and our English cousins, with more humor than is their wont, characteristically disregarding French pronunciation, called the product a "pot-boiler." The work was quickly performed, required little exertion, and had the additional advantage that several pieces could be turned out in a short time. Such patching as compared with the perfection attained by the true artist, is like the handwork of the artisan of two generations ago beside the machine work of to-day. The artisan was formerly more than a mere mechanic. He required original ability, and the product of his labor not merely represented his superior skill, but reflected the workings of his mind and often bore the impress of his genius.

To one who considers thoughtfully the tendency of education in this country, the dangers of the "pot-boiler" system or of the machine-made system and of their results in the minds and character of the coming generation of Americans, seem imminent. In the circumstances of our civilization and not in the desires of teachers is to be found the cause of this tendency. Never before in our history have teachers attacked the educational problem with so much intelligence as they are now showing, and never have the odds, whether they realize or not, been so strong against them.

Our public school system, glorious as it is, presents almost insuperable obstacles to their success. Promotion on examination and over-crowded rooms, where sixty children are given to the charge of one teacher, are chief among the difficulties encountered. What method for stimulating thought could avail among sixty miscellaneous children of all grades of intelligence? What teacher, whose position depends on preparing her pupils for the dreaded examination dares to go outside of the drill necessary to produce the required answers? Machine-work is inevitable under the system. Not that the machine-work has not its advantages. What, to the masses, was the fine hand-worked article which only the wealthy could afford? What to them was the beauty of the product and the skill of the workman, if the enjoyment could not be theirs? The use of steam machinery has added enormously to the comfort of the world, and no lover of his race really wishes for those "good old times." In education, likewise, that which was before the heritage of a few, has become the property of all. Notwithstanding the stiffness of the education *en masse*, we rejoice at any plan that tends to the enlightenment of the community.

In the discussion of the subject, the following points are suggested for consideration:

1. The number of the school should not be too large. It is a truism that, as Prof. Seymour, of Yale, says, "When a youth is beyond the kindergarten age, he should have much of the teacher's time." Manifestly this is impossible where the pupils are many and the teachers few. The managers of the best private schools realize this requirement and strictly limit the number received. The danger is that the private school will be influenced by the strong current of public opinion and in its feverish anxiety to increase attendance, defeat the end for which it exists.

2. The private school should have a distinctly Christian tone. A recent writer has said, "If illiteracy is a menace to free institutions, vice and irreligion are a greater menace. The corrupt are always bad citizens, the ignorant are not necessarily so." If the Bible is to be excluded from the public schools, it naturally follows that a belief in the Bible forms no necessary qualification for teaching in the public schools. The number that believe that "In the purely secular schools only secular morality can be taught," and that this "system of ethics is manifestly deficient in the power which appeals to the heart and conscience," is apparently growing. If, as President Andrews maintains, character is part of education and holds the first place, the private school has a glori-

ous opportunity, denied the public school, of encouraging its pupils to form characters founded on the principles of Christianity.

3. The instructors in the private school should be cultured. It is not enough that the teacher should be competent to direct the work of his pupils. He should be an inspiration to them. His perception of the beautiful and true should be quick and his enjoyment of them keen. That "the teacher makes the school" is pre-eminently true of the private school. The boys living in the atmosphere of culture unconsciously surrounding their instructor, become, without conscious effort on their part, cultured themselves. The beauties of thought found in the classic writers, English, Latin, or Greek, the inspiring lessons of history, become part of their character when they feel the enthusiasm with which their guide is thrilled. Only culture can successfully drive out the idea that the acquisition of wealth is the chief end of man, by creating a thirst for that which is more satisfying, because it appeals to a higher sense.

4. A private school thus constituted and manned offers a grand field for action on the individual mind. Education does not consist in the possession of a vast store of information, but in the ability to make the best use of the mental faculties. The formation, then, of correct habits of study is of prime importance. The limited number of pupils and the constant supervision of the instructor should give the student in the private school an immense advantage. Here your proverbially slow boy has a chance. He is below the average of the ordinary class. In the large class there is no time for him. He must understand when the rest do or else wearily plod on, with mind befogged, dimly apprehending, heartsick over his work, convinced of the utter unreasonableness of the matter before him and of schooling in general. For him, the patient instructor who will lead him through the intricacies of his task at his mental pace, makes possible activity and acquisition in a mind which would otherwise be paralyzed by a series of mental defeats. The flexibility of the private school gives to the bright boy, too, an opportunity for rapid advancement which the rigidly graded system does not allow. In fact, the teacher here may, like the artisan of times gone by, exhibit a genius in molding the plastic matter in his hands. The condition, constitution, and ability of each pupil should be the teacher's constant study, and each graduate should possess an individuality, the result of healthy development under wise direction.

5. To the private school belongs the work, upon which President Dwight lays such stress of developing the whole nature and laying a broad foundation before permitting the specialization for which the spirit of the times calls. To know the secret spring of action in each pupil, to touch that spring and lead the awakened mind to earnest effort and attainment, to lift the soul from the plane of material things and direct the attention to that which ennobles and refines, to teach the youth to make the most and best of the mental, moral, and spiritual faculties with which nature has endowed him, is the work to which, more than any other agency outside the home, the private school is called.

Individualizing in Teaching.

By DAVID A. KENNEDY, Orange, N. J.

If a private school has any reason for its existence in a locality where there are good, or even fair, public schools, it must establish its claim by the greater attention given to the individual. While the aim for the class as a body must be as earnest, the instruction as thorough, the combined training as vigorous, yet over and above all, each pupil must be viewed as a unit and must receive that care and attention which will draw forth the best in his nature, and guide him helpfully along the pathway of knowledge.

Many public schools do work worthy of great praise and respect; they furnish the sound basis of an education; they stimulate the mind of many a pupil to fuller expansion. But, nevertheless, the limitations resulting from the very numbers in the classes, present a phase of weakness inherent in the very system. Now careful observation shows that, except in rare cases, greater benefit accrues to the child attending school with other children than when educated alone. In the latter case there is apt to result onesidedness. Combinations in classes are essential. For the play of mind upon mind is provocative of thought, and is best brought about by the union of a number of scholars under the guidance of an experienced, sympathetic teacher, who allows liberty without license for the interchange of youthful ideas. But the very unevenness in mental ability, lack of co-ordinate maturity, sluggish mental action, which make the variety in class-room, require the supplementary individual teaching to make the work most effective. The highest kind of teaching will combine this class-room work with individual training.

Let us consider the possibilities for this combination throughout the whole course of a private graded school. The young child presents himself at the school entirely unknown to the teacher. Days pass by and the acquaintance ripens. The child is under examination, not so much for information gained as for phases of development. Notes are taken of its character by the observ-

ant teacher. Mental strength and weakness are tested by various studies and varied plans suited to his age. Though he meet with the class for daily recitation, each pupil cannot be taught in the same way, but in that way which will best develop him, and make use of the channels of his mind to convey closely observed information.

From time to time through the year in the character ledger kept by the teacher, entries of changes in mental power, salient features, and other helpful data, should be made for future reference and comparison. At the end of the year or two when the scholar passes on to another grade, although there may be in the mind of the principal the individuality of each scholar, the next teacher should be allowed to make for a few weeks her own study of the pupil, and then a comparison of notes should follow to test the actual judgment.

If we set aside French and German, which should be taught by special teachers, it is better for the scholar to come solely under the influence of one teacher for a year, or two years, at a time until he becomes twelve years old. By this time the mental development is such, or ought to be such, that it will be a gain for him to be brought into contact with teachers who are specialists, though of course confusion of mind will arise for several weeks, for the removal of which the child will need the most careful and thoughtful management.

In the department of the school where this change is made, regular consultations between the various teachers and the principal should take place to discuss each scholar. The pupil's mental characteristics will be viewed by each through the medium of a different study. While the previous knowledge of his career will be the effective force for his improvement.

From these individual character studies will come the suggestive incentive, the needed change in study, the knowledge of an overworked or misdirected energy, and the perception of the linguistic, mathematical, scientific, or historical bent of each pupil's mind. When these are recognized and help is furnished from teacher to teacher the individual center may be propelled along its proper path, while undeveloped germs may be fostered into growth. In fact, such a consultation may be viewed as the application of a mental spectroscope to the individual mind bringing out both the strong and weak lines indicative of the material existing therein.

This unity of action has the additional advantage that, through conscientious work, develops remarkably the quality of a good teacher. It strengthens her judgment, sharpens her perceptions, and makes her capable of answering her own question, "What is the best way to further the education of this individual?" For we are beginning to recognize the truth that it is not the pouring in of information, but the training of mental power that educates; that, though accurate information is valuable in furnishing material for the mind, the mental machinery must not be clogged by excess.

But *pari passu* with advance in mental power must go the development of the moral sense to bring true character. Not only the intellectual quality demands individual treatment, but also all of the qualities which make manhood or womanhood true and pure. How may this be gained? In matters of discipline, as of study, firmness combined with gentleness, evenness, justice though tempered with mercy, must ever naturally follow misdeeds. But at least after twelve years of age some plan must be employed to help the child work out his own salvation. There is no doubt but that the course of treatment outlined will in most cases remove the necessity of severe discipline. But certain individuals, and the unknown element of the new scholar, require some consideration. The means of punishment at the disposal of a private school are limited. Moreover autocratic measures are impossible since, in and about New York City at least, it is the children generally and not their parents who determine the choice of a school. So much the more, therefore must, the influence of the school over the pupil make itself felt in the moral sense. The mere use of constant reproof soon proves ineffectual. Then with a school session from 9 a. m. to 2 p. m., it is found that the retention for studies beyond 3 o'clock is injurious not only to health, but for the work of the next day. Such an objection cannot be raised to a Saturday session. But even the use of this day for punishment should be considered a last resort. The movement towards it should come gradually. Some feeling of personal disgrace should attach to it. It should come for continuous bad behavior and unlearned lessons. When other mild means have failed let the child receive a warning. Let it be understood that three warnings within the space of two weeks carry with them the penalty of a Saturday session. Neither the first nor second warning is to be considered a punishment. No teacher should be allowed to use them as such, or to give the impression of such a use. They are given to compel thought and reflection on a certain line of objectionable conduct. The proper simple punishment suitable to an offense or unlearned lesson should always be employed. But the warning system is for moral development. An opportunity is left open for the scholar to redeem himself and to learn self-restraint through his own determination, thereby cultivating his moral strength. The immediate effect of this method may not be to make that school an apparent model of

discipline, but it certainly shapes character by forcing the one most to be benefited into the position of an assistant.

It is not the crushing out of certain qualities, which, when mis-employed we call mischievous or bad, for which we as educators should strive, but the guiding and training of those same qualities into right lines of conduct. And this slow but steady action will send deeper roots down into the sub-soil of character than will be gained by more forceful or rapid methods.

Let us remember that it is our duty, as teachers to educate each scholar in two relations, one as the individual, self-centered, the other as a social being, a member of a larger body.

Encouraging Going to College.

By JOHN MACMULLEN, New York City.

Under the old regime there was so much of "going on sprees" in our colleges, so much misdirected energy in breaking street lamps, and taking down signs from one place to put them up in another, so much "badgering" of professors, and so much time in standing around, smoking, chewing, and "spitting brown like a gentleman" that they were not the best schools either for morals or for manners.

Besides this, the useful studies were taught so repulsively, and so much of the precious time of youth, was wasted in useless studies, there was so much eating of dry chaff in going over all the heaped up minutiae of the Greek and Latin grammars, leaving time to read merely some few pages in their glorious literature, that it is no wonder that some sensible men decided not to send their sons to college.

One advantage of this method was that a man could have a better chance to choose the studies best adapted for his son, and also arrange to have him go more rapidly through them, in place of keeping him in a class where "the locomotives" must be held back so as to keep company with the "slow coaches."

There were protests against this, even at that early day. Alexander Hamilton after preparing himself in a Jersey school applied to Princeton college for entrance with permission to go through the college course as rapidly as possible. This permission was refused him. He then applied to Columbia college, and was admitted on these terms.

Now, thank Heaven, our colleges are very different. They are liberalized in every respect. There is much greater, and in some cases unlimited, freedom allowed in the choice of studies, and sight-reading has been introduced more and more, thus utilizing the knowledge of the professor in advancing his pupil, not in puzzling him, as of old.

An energetic young man by working hard can enter one of our colleges as sophomore, and, where (as in Columbia) he is allowed to study medicine or law in his senior year, can thus reduce his college time to two years instead of four.

Besides this there are some of our colleges that do respect "The Temple of the Soul," that do attend to physical education, not merely by giving some money to a lot of athletes to perfect themselves still more, but which measure carefully the limbs and body of the student entrusted to their care to find out where he needs development and then develop him with care so as to bring him as near as possible to the standard of the well-developed man.

At present, therefore, one can conscientiously encourage young men to go to college. It gives them a good start in life.

The great mass of mankind must almost always judge of a man's intellectual position by the fact that he has gone through a definite and public course of education, arranged by authority and sanctioned by the state.

It is very much as if a man were to pay you a dollar's worth of gold in place of a gold dollar. You would have to take the time and trouble and incur the expense of going to an expert to have it weighed and tested, or you would have to take it on trust; whereas, the gold dollar is guaranteed by the government and passes readily from hand to hand.

It is just so with the graduate of any respectable college.

Advancing Professional Grades.

The following article from the great county superintendent field is all that can be presented in this place. One valuable article by, as well as others from distant points where interesting experiments are in operation, are laid reluctantly aside for want of room. A second article, by Supt. Fiester, will be found on page 675.

By Supt. T. B. HARRISON, Wilkesbarre, Pa.

Every real teacher is ambitious to rise in his profession; not only to secure a more lucrative position, but to attain a higher standing.

He is admitted to teach on a provisional certificate. The only thing the vast majority bring to recommend them is scholarship; they have had no special training for the work they propose to do. Practically he proposes to experiment. The superintendent is obliged to allow him to experiment and admits the young man to the school-room. He does fairly well in his experimenting in the

school-room, and it is decided to allow him to remain. The question now is, what shall be done to lead this inexperienced teacher from the stage of experiment to the high plane of professional work?

Let me say in the beginning that it cannot be done in all cases, teachers are born, not made. Perhaps one in five has natural aptitude for the work. Of the remaining four, possibly two may be trained into fair teachers. The last two can but *try* for a year or two until those in authority shall say, "Enough; step out."

Let us assume that the holder of the provisional certificate has a thorough knowledge of branches required by law, so that, having been examined once, the question of scholarship is settled. The only thing that then need engage the attention of the superintendent is the manner in which the work of the school-room is done. This work includes managing, governing, and teaching. If the teacher shows skill in this the superintendent will be glad to recognize his worth by advancing, in proper time, the grade of his certificate from provisional to professional.

But what is to be done with the teacher who does fair work, but who lacks many of the elements that mark the professional worker? We cannot drop them out of the profession. We must endeavor to supply, develop, or build in that which is lacking. This brings us to our theme.

1. *Friendly Counsel.*—If a teacher is found doing poor work in reading, for example, he cannot remedy the evil by pulling out his note-book and recording the fact that "Miss A.'s reading is too mechanical—grade 60." If Mr. B. is satisfied when his pupils get the answers to the problems in arithmetic, a low mark in practice of teaching next year does not help this man in his efforts to reach a higher professional standing. When Miss A.'s pupils do not read as well as they ought let the superintendent ascertain where the difficulty lies and tell Miss A. how to remedy it, or, better still, let him take the class and *show* her how. If Mr. B. violates the principles underlying correct teaching the mistake should be pointed out, not in such a manner as to make him feel that he has committed a great crime—although he has, no doubt—but in a way that makes him feel that it is a friend who desires above all things else to help him do the best kind of work. But it is so much easier for a superintendent to theorize to teachers who are perhaps embarrassed and frightened when he makes his official visits.

2. *By Actual Teaching.*—We superintendents like to talk about "principles of pedagogy," "following nature," etc., and some general ideas must be imparted. But I am inclined to think that illustrating a principle of pedagogy is very much better than stating it, and that an ounce of practical work, is worth a pound of theory when it comes to helping a teacher to comprehend a method, or to present a subject to his class.

3. *Setting up a just Standard of Excellence.*—Let it be understood by the teachers that good work is expected of him and will be recognized, and that careless and indifferent, and a want of ordinary expertness in method, or style of work will not be tolerated. Even though he is allowed to experiment he must not experiment in a clumsy, awkward, slipshod style.

4. *Encouraging Professional Reading.*—Much may be done to aid teachers in reaching a higher degree of professional skill by directing their attention to books that may be read with profit. But here go with care. To advise every teacher to take up an exhaustive work on psychology is nonsensical. Hours of time have been wasted by more than one young teacher studying some book recommended by an institute instructor, or a county superintendent, a good book for the trained intellect, but too heavy for the beginner. He should advise every teacher to take a good educational paper and to *read* it.

5. *Encourage Study.*—But the teacher who desires to rise professionally has *work* to do. If he lacks scholarship his first work should be to master his subjects. If he has the idea, and it is quite prevalent, that it does not matter so much if he does not know history, provided he has studied methods, or that methods can ever take the place of knowledge; he must learn that before he can study methods of presenting any subject he must know the subject itself. He must learn that the value of the teaching of the specialist over that of the ordinary teacher arises from the fact that he knows more of his subject than the ordinary teacher knows, and not that he has studied methods more extensively.

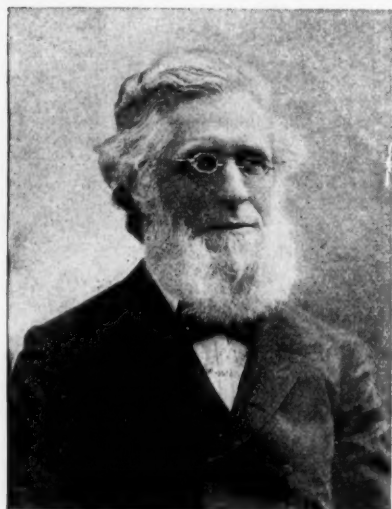
6. *Study Education.*—If he has very good scholarship he may make a study of methods. Here he must recognize that certain principles underlie all correct teaching, that a method is a true one if it is in harmony with these principles. He must learn that while he may study the methods of other teachers he dare not become an imitator of them. He must study the child and learn from him. He must be careful that he does not forget that the end is more important than the means.

Many teachers forget there is a science of education. They seem to think that having taught three or five years they are therefore entitled to professional certificates; this thought must be exploded. The error the county superintendent makes is this, that it will encourage the teacher to rise in the profession to grant a professional certificate. A great block in the way of advancing teachers to professional teaching is the possession of professional certificates, by those who do not deserve them.

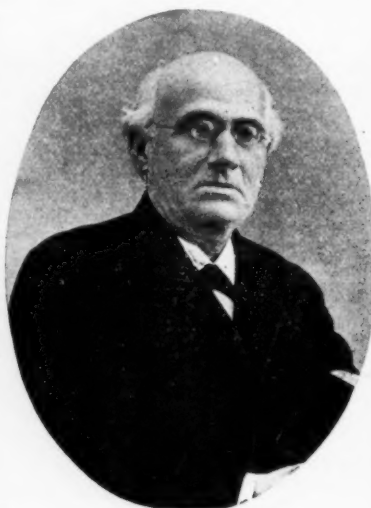
Our Educational Writers.

It has been attempted in this number of THE SCHOOL JOURNAL to gather some notes concerning publications issued by American Educators, limiting the notes wholly to writers on the Principles, Art, History, Civics, or Aspects of Education. No attempt is made to estimate or state the value of any of the publi-

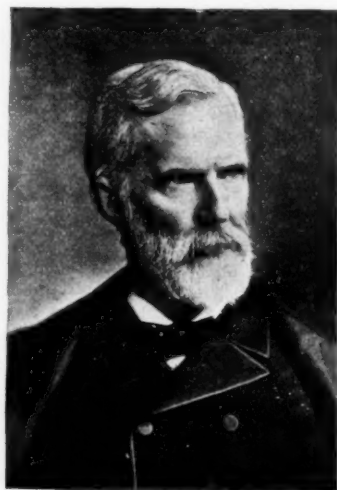
cations mentioned. The main thought has been to put on record the fact of the publication, and connect with it the name of its writer. The numerous writers of text-books are omitted for the reason above stated. Of course these notes are neither complete nor exhaustive; the names only of those belonging to this country and century are given. It is probable the list is quite incomplete, even with these limitations. But the main object—the exhibition of the efforts of the active laborers in the field to make education an object of serious thought—it is hoped will be accomplished.



E. A. SHELDON,
Prin. Oswego, (N. Y.) Normal School.



HERMAN KRÜSI,
Formerly of the Oswego, (N. Y.) Normal School.



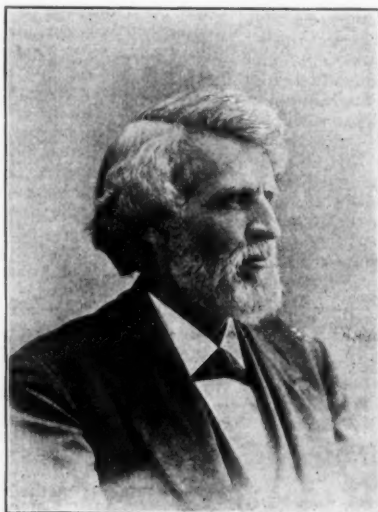
J. P. WICKERSHAM,*
State Supt. of Pennsylvania in 1866.

During the last forty-four years Dr. E. A. Sheldon, of Oswego, N. Y., has been a most effective educational worker. Although busy with the training and superintending of teachers, he has found time for literary work in educational lines which has had, and is still having, an important influence upon methods of teaching in the United States. His *Lessons on Objects*, and his *Elementary Instruction*, contained at the time they were published the most systematic arrangement of objective studies then sent out. The matter of the lessons if regarded from the standpoint of to-day may not be as desirable as when published, but the principles underlying the work are true to psychology and pedagogy; they thus have a lasting claim on students of Education.

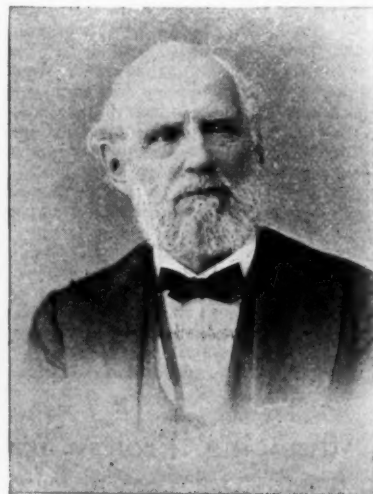
Life, Work, and Influence of Pestalozzi, by Herman Krüsi, is a contribution to the memory of a man to whose work and influence the best schools in Europe and America owe much of the reform that has taken place in their methods. The author is a son of the first assistant of Pestalozzi—Krüsi—and thus had the privilege of obtaining many of the facts and incidents contained in the book, from intimate friends and disciples of the great Swiss school reformer. This book also contains the main features of the methods of Pestalozzi, with their application to several branches. The spread of these methods in different countries is also given, with particular attention as to their progress in the United States.



JEROME ALLEN,
Dean of School of Pedagogy, University
of City of New York.



JAMES JOHNSON,*
New York State Institute Conductor.



REV. A. D. MAYO,
Educational Lecturer in the South.

At the time these were published the country was not ready to establish the Pestalozzian methods; in fact, little was known about the Swiss teacher. It is doubtful if a dozen men had any work in their possession that gave a clear idea of his methods. All Germany had been transformed by his discoveries. Those who visited the schools brought back glowing accounts; especially was this the case with Horace Mann. Dr. Sheldon had imbibed the Pestalozzian spirit and published these books to give others clearer views as to suitable school-room work.

School Economy, by Dr. J. P. Wickersham, is a most comprehensive, systematic, and condensed treatise on school education. The subject is considered under the five general heads: "Preparation for the Schools," "Organization," "Employment," "Government," and "Authorities." To read or re-read this volume after having absorbed the best of the recent literature of the teaching profession, will show how little of intrinsic value has been added to what Dr. Wickersham wrote upon these subjects.

The Methods of Instruction, by the same author, is a most ex-

*Deceased.

cellent discussion of the laws of mental development and the principles inferable from the nature of knowledge. The methods given for teaching special branches, are so nearly in line with what is called "The New Education," as to show that the author was in advance of most teachers of his time. This work, and the preceding one, won more than a national reputation, and were translated into several foreign languages. He wrote a *History of Education in Pennsylvania*, after he had retired from active professional life.

Mind Studies is the title of a small book by Dr. Jerome Allen, Dean of Pedagogical School University of the City of New York. This book was written for teachers who possess but little knowledge of psychology but who desire to know its principles in relation to teaching. Its object is to lead teachers to study the law of mind-growth, that through an understanding of mental activities they may reach up to the higher planes of scientific teaching.

Temperament in Education, by the same author, has the same general design as the preceding work—to teach a knowledge of self. Principles are here collected for the use of teachers who seek self-improvement, through self-knowledge, and who will, in turn, use this for the study of children. A knowledge of the capacities and temperaments of pupils are believed to be of vital importance in education, and this little book is written to assist in the study of individual characteristics.

The disciples of David P. Page "went everywhere preaching" the new gospel of education. Among the first graduates sent out by the Albany (N. Y.) state normal school was James John-



JOHN KRAUS AND MARIA KRAUS-BOELTE.
Principals of Normal Kindergarten, New York City.

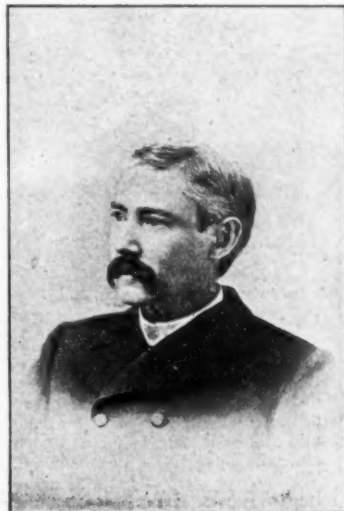
not. He was marked by his boundless zeal, his tireless efforts to reconstruct the schools of the state in accordance with the pattern portrayed by Mr. Page. After many years spent in teaching, mainly in Syracuse, he took charge of the normal school at Warrensburg, Mo., and here the need of some consistent body of doctrine on education pressed upon him. He put his conception into shape under the title *Principles and Practice of Teaching*. In this Mr. Johnnot attempted to examine education from a scientific standpoint. It was one of the first volumes that discussed the need of a knowledge of psychology by the teacher; it discussed the relative value of studies and recognized the debt of the profession to Pestalozzi. Mr. Johnnot was a zealous representative of Pestalozzi in America.

Talks With Teachers is the title of a small book by Rev. A. D. Mayo, M. A., of Boston, Mass. This volume is made up from articles published in the *New England Journal of Education*, by Mr. Mayo, during his service as editorial writer of that publication. *Industrial Education in the South* and *Building for the Children in the South* are the titles of two circulars of information printed by the National bureau of education. *Southern Women in the recent Educational Movement of the South*, with an appendix containing seven papers on Southern educational affairs, was recently issued. Mr. Mayo's educational lectures before teachers are almost without number. They are always characterized by advanced thought and energetic effort to place teachers and teaching on a higher plane.

The *Kindergarten Guide*, written by John Kraus and Maria Kraus-Boelte, is an outgrowth of their very important work done in

this country. It reflects the work done in their kindergarten, associated, and training classes. It was begun in 1877. Vol. I. has 453 pages and 2,078 illustrations; Vol. II., as far as published, 301 pages and 1,127 illustrations. From this book, as a result of much earnest labor bestowed upon it, the readers may obtain the genuine praxis of Froebel developed, it is thought, in the light of his ideas. The attempt has been made to render it all that such a guide should be as an aid to mothers, kindergarten teachers, and teachers, and to all who have the happiness and careful training of children at heart. The Baroness Mahrenholtz Bülow says of this: "The kindergarten guide is the best that has as yet been published."

John Kraus has written extensively on education. In 1871, he wrote an article for the report of the commissioner of education on "The Object of Kindergarten, with Schedule of Kindergarten Exercises for Summer and Winter." A series of articles from his pen on "Kindergarten Education," appeared in the Washington papers from 1868-1872, a period when kindergarten was hardly known by name and unpopular at that. In 1870, at the request of the chairman of the committee on education and labor in Congress, Mr. S. Arnell, of Tennessee, Mr. Kraus prepared a memorial on kindergarten, in order to bring the subject before Congress.



J. M. GREENWOOD,
Supt. of Schools, Kansas City, Mo.

Principles of Education Practically Applied, by J. M. Greenwood, superintendent of Kansas City, Mo., has met a generous reception by the teachers of district as well as graded schools. In this book, Prof. Greenwood has used the language of the people. The hints, directions, and arguments, are not hidden under a mass of technical terms. It is characterized by the straightforwardness and common-sense which belong to this author in his educational writings. In his other books, *Ray's Higher Arithmetic* (in revised form) and *A Complete Manual on Teaching Arithmetic*, the author has developed two lines, the historic on the one hand, and the scientific methods of presentation on the other.

The teachers of the country are very familiar with the writings of Supt. Greenwood in educational publications because of the fearlessness and vigor with which he handles popular subjects.

Normal Methods of Teaching, by Dr. Edward Brooks, A. M., is a philosophic and practical work on teaching.

The author treats of teaching as a science and as an art. The first part presents a complete scheme of education, and the general principles on which the work of the educator should be based. The second part gives the special laws and methods of teaching the several branches of study; both together represent the new education in a rational and practical form, without the vagaries or one-sidedness of the mere theorist. The book grew up in the class-room, the matter being originally prepared for the author's "teaching classes," and much of it was used in manuscript for several years. It has been widely used as a text-book on teaching, and is regarded as one of the best for that purpose yet published.



EDWARD BROOKS,
Supt. of Schools, Philadelphia, Pa.

In 1885 a volume appeared that caused wide-spread discussion. For ten years previous the schools of Quincy, Mass., had been

visited literally by thousands of teachers, the tide swelling each year. A series of letters appeared in THE SCHOOL JOURNAL from the pen of Prof. Murphy that gave the first clear accounts of the methods employed. Miss Lelia E. Patridge undertook the work of giving pen pictures of the lessons and spent portions of



HORACE MANN,*
Sec'y Mass. Board of Education.



W. N. HAILMANN,
Supt. Schools, La Porte, Ind.

the years 1880, '81, '82, '83 in the Quincy school-rooms, and thus constructed *Quincy Methods*.

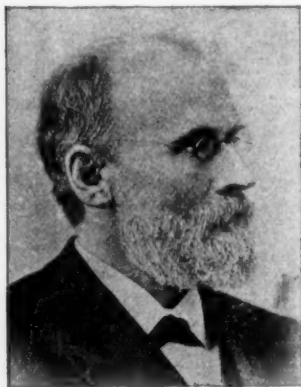
This book is entirely different from the ordinary books on methods; it is a reproduction of the spirit as well as the method of the teacher and pupil. It covers the work of the First Year of the child, sketches out some of the work of the Second Year, and a little of the Third Year. The ten years that have passed since its publication have fulfilled the prediction of George A. Walton, the agent of the Massachusetts board of education, when he said in 1883, "The Quincy Methods are being adopted wherever they are understood."

In 1881, '82, '83, Col. Francis W. Parker yielded to the request of the Martha's Vineyard institute to deliver a course of lectures on "Didactics." Notes of these lectures were taken by Miss Lelia E. Patridge, and receiving an appointment on the faculty of the Cook Co. normal school (Chicago), of which Col. Parker had been made principal, she obtained his aid in preparing them for the press. In fact, though hard pressed by manifold duties, Col. Parker re-wrote or re-stated the lectures he gave at Martha's Vineyard. It was published under the modest title *Talks on Teaching*. Probably no book on educational matters ever made the stir this did. It is conceded to be based solidly on the principles of education.

Ten years bring changes, however, to a mind that grows as Col. Parker's does; he deems the book a good representative of his conception of education in 1882, but says: "We have gone beyond that; I think so now, only more so"; further on; "*Talks on Teaching* must be classed as a book that creates power, not as one that imparts instruction."

It would be difficult to summarize the work of Horace Mann in a few lines because, as secretary of the Massachusetts state board of education, he wrote enormously. His *Reports and Lectures* are most valuable reading to-day. His *Seventh Report*, which

gave the result of his observations in Europe, is crowded with instructive facts that at that day were entirely new. No such volume had been published before, and its appearance challenged admiration. The prominence of Horace Mann was due to his resplendent genius; besides he was born at the right time—the next thing to being well-born.



W. T. HARRIS,
United States Commissioner of Education.

It lays little stress on mere biographical dates, but dwells much on the development of sound educational principles. His *Kindergarten Culture* gives a complete presentation of the principles and practices of the kindergarten. It is a pioneer work, and has done much to show the adaptation of kindergarten ideas to the work of the American school. This idea is carried out in still fuller detail in his *Primary Methods*, which gives complete directions concerning the use of kindergarten material in the work of the primary school.

*Deceased.

He has also written a prize essay on *The Application of Psychology to the Art of Teaching*, an *Outline of a System of Object-Teaching*, *Primary Helps*, and has furnished a translation of *Froebel's Education of Man*. He edited for many years *The New Education* and *Kindergarten Messenger*, and subsequently has contributed a number of articles to various educational journals.

The educational writings of Dr. William T. Harris embrace all the questions before the American teachers for the last score of years, and are widely scattered in magazine articles and pamphlets. More than six hundred pamphlets and leaflets on educational, philosophical, and social problems, have been issued by him.

"*Introduction to the Study of Philosophy*," is a compilation from his writings, by Marietta Kies. This book was most acceptable by all who lamented the fact that Dr. Harris' completed works are not available in book form. It is a handy volume for beginning the study of mental philosophy. "*Hegel's Logic*," a book on the genesis of the categories of the mind, is a critical exposition which may prove of great service to thinking teachers. "*The Spiritual Sense of Dante's Divina Commedia*," is a book for those who study literature for spiritual insight. It aims to broaden the thoughts of men and women, who are so apt to become narrow, surrounded by immature minds and having to deal with immature efforts day after day. Several volumes, of the *International Education Series*, have been edited by Dr. Harris. In the selection and preparation of this series he has displayed much tact and discrimination. All of his writings show him to be busy with the philosophical side of educational questions; this portion of the field had been generally left uncared for; his labors



ALEX. E. FRYE,
Supt. Schools, San Bernardino, Cal.



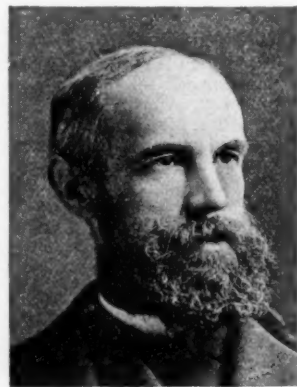
JOSEPH BALDWIN,
Prin. Huntsville (Tex.) Normal School.

have tended to draw teachers towards a consideration of underlying principles.

Child and Nature, by Alex. E. Frye, has for its aim to grade and apportion the subject matter of natural geography to the successive stages of development of the child-mind, and to rid the study of its myriads of worthless details; to direct attention to the laws of mental growth that condition methods of teaching, and to suggest devices for stimulating and directing mind action; to review the literature of geography, and to indicate lines of study for teachers. It was the first book to outline a system of geography based upon the study of the earth's great slopes, the first to present a complete plan for teaching comparative geography to children. The beautiful device of *sand modeling* is fully illustrated.

Brooks and Brook Basins treats the brook-basin as a miniature world, also as the unit form of continental drainage. Here are found all the forms of land and water, the working forces, the conditions that regulate the distribution of plants and animals, in endless variety. Nearly two score of the most beautiful nature poems are woven into the Brooklet's story. For six years the author studied the tiny streams of the Atlantic highlands, with the view to write this book. Finally, as he says, "When I could no longer keep the story to myself, I just let it flow from my pen, and wrote the entire book in eight days. I composed nothing; the Brooks told their own story in their own words."

Mr. Frye's most difficult work is a series of *Raised Maps of the Continents* for school use. They are unique in manufacture, involving a large expenditure of time and money.



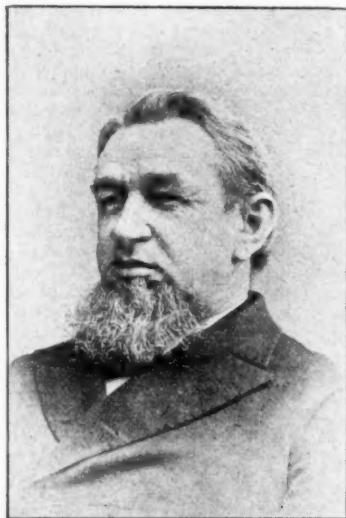
G. STANLEY HALL,
Pres. Clark University, Worcester, Mass.

Books on Elementary Pedagogy, by Joseph Baldwin, A. M., LL. D., consist of three volumes.

Vol. I. Art of School Management.—School facilities, organization of graded and ungraded schools, school government, school work, and school improvement are considered from the standpoint of the pupils. School management is treated as the art of promoting character growth. Plain, practical, suggestive lessons are presented from the book of experience.

Vol. II. Elementary Psychology.—The learner is led to study

Beginning about 1880 the name of Prof. G. Stanley Hall, of Harvard university, began to be coupled with educational discussions; at first his utterances attracted attention because of the utter neglect with which the universities had treated the schools below them, apparently considering they existed to prepare boys for college. But it was soon apparent he had something to say on the subject of education that was unusually interesting. His writings have been articles usually for the magazines and reviews. These are the principal titles of his educational articles: *The Edu-*



W. A. MOWEY,
Supt. Schools, Salem, Mass.



THOMAS M. HALLIET,
Supt. Schools, Springfield, Mass.



LUCY WHEELOCK,
Prin. Kindergarten Training School, Chauncy Hall, Boston.

the mental economy from the standpoint of his own experience. The effort is to make the study of the mind world even more interesting than the study of the matter world. Diagrams are used wherever found helpful. This is meant as a text-book for the junior classes of normal schools and high schools; it also aims to meet the wants of the large class of teachers who are struggling to master this subject in reading circles or alone.

Vol. III. Psychology Applied to the Art of Teaching. The hope of producing a book helpful to the great brotherhood of teachers, and tending to place the profession of teaching on the high and broad philosophic plane where it belongs, inspired this volume. The teachers of our country schools, as well as the teachers of our city schools, with their schools, were constantly before the mind of the writer.

Volumes II. and III. constitute numbers VI. and XIX. in *The International Educational Series*.

cation of the Will, '82; *Moral and Religious Training of Children*, '83; *New Departure in Education*, '85; *A Sand Pile*, '88; *Children's Lies*, '90; *Contents of Children's Minds on Entering School*, '91. It will be seen that Dr. Hall has traversed an entirely new field. The ordinary college professor, if he attempted to say something to the primary, advanced, or secondary teacher, generally chose to speak of the "Importance of the Office of the Teacher." Dr. Hall has, however addressed himself to the psychology of childhood believing that the most important thing to get the teacher to do is to study the child.

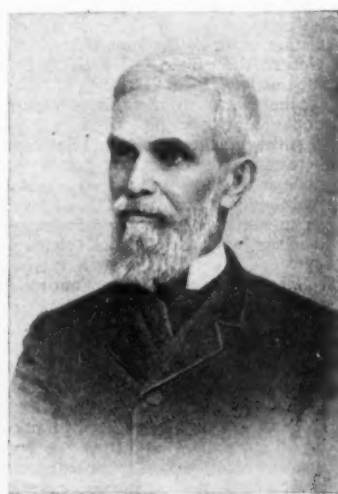
Miss Lucy Wheelock, principal of the kindergarten and training class at Chauncy Hall school, has translated several important German works on educational subjects. They are included in the volumes of Barnard's *Journal of Education*, but bear her



W. S. JACKSON,
Prof. of Natural Science, Cook Co. Normal School.



FRANCIS R. PALMER,
Prin. Fredonia (N. Y.) Normal School.



E. C. HEWITT,
Ex-Pres. Normal School, Normal, Ill.

It has not been a common thing for university men in the past to give attention to the theory of education even; on the side of practice there have been few shining examples. This has not been for want of native talent, but because art has been despised. A professor in a leading university is reported to have said, "Pedagogy, pedagogy, there is no such thing; it is not in the dictionary."

name. She has also been a frequent contributor to educational journals, chiefly on subjects connected with primary and kindergarten teaching. She has published in several volumes *Red Letter Stories*, translated from the German of Madame Johanna Spyri, of Zurich, a writer of great popularity in her own country. The motive of these stories is to furnish simple child's literature of the kindergarten order presenting the good and not the bad of

life in interesting pictures of country life in Switzerland and Germany.

Miss Wheelock has also prepared and published *Primary Lessons and Cards on the Life of Christ, a New Departure in Primary School Lesson Work*. They give in fifty lessons a connected child's history of the life of Christ from His birth to His ascension. These lessons are intended to apply kindergarten methods to primary religious teaching and have met with great favor from primary teachers who have examined them.

Although there is nothing published in book form that Thos. M. Balliet has written, he has read papers before educational conventions and contributed articles to THE SCHOOL JOURNAL and other educational papers which have attracted attention. In a series of articles headed "From Principles to Practice," which appeared in THE JOURNAL of '84-'5, he discussed the application of some of the most fundamental principles of the new education. In a paper read before the National Superintendents' Association in 1889, on "The Work of the City Superintendent," he argued strongly in favor of the idea that a superintendent ought to be a specialist in pedagogy and that his chief work should consist in his teaching his teachers how to teach, instead of being merely the agent or clerk of the school committee.

In his lectures on educational psychology before summer schools he has presented the latest results of physiological psychology and shown their application to teaching. As he is in the habit of speaking extemporaneously, none of these lectures are in print.

and principles underlying elementary science teaching, and its relation to the other branches in school. This book will be most helpful to the teacher by suggesting self-activity along these lines of thought, which include every department of natural science. It is not a text-book, to be finished in a given time; but is a connected scheme to induce observation in the world of nature both in pupils and teachers.

The Science of Education, by F. B. Palmer, Ph. D., principal of the State normal school, Fredonia, N. Y., is a study of the principles which underlie the development of the mental powers, and an attempt to bring them under the form of scientific unity. It assumes the existence of a native mental energy capable of developing certain forms of activity, with the existence and character of which psychology deals, and seeks to set forth the causes of this development. As the physicist finds attraction and repulsion underlying all forms of physical force, so the author finds discrimination and unification, or analysis and synthesis the fundamental elements of all activity of mind. These elements are found only in combination and are produced in accordance with a universal law that discrimination is excited by differences which the mind naturally identifies, or unifies, in accordance with its own constitution or the forms of consciousness already developed. This general law is applied to the development of the several faculties in the form of special laws, which are followed by observations bearing upon the practical side of education, whether in the school, in the family, or from the rostrum.



SAMUEL G. LOVE,
Ex-Supt. Schools, Jamestown, N. Y.



EMERSON E. WHITE,
Ex-Supt. Schools, Cincinnati, Ohio.



LAEKIN DUNTON,
Prin. Girls' Normal School, Boston, Mass.

During a session of the New England Superintendents' Association, Prof. Balliet reported on "The Principles Which Must Govern the Making of a Course of Study." An extended call for this report from all parts of the country confirmed the need of teachers for such a discrimination of the principles that should underlie the teaching of children.

Although the writings of this original thinker have not appeared between book covers, but few men in the educational field have done as much to throw aside popular illusions and show what the real foundation of educational work should be. His popularity as an institute instructor has brought him before thousands of teachers, who have listened for the first time to the truths of the new education as shown in the practical illustrations of school-room work by this independent thinker.

Talks With my Boys, by Dr. W. A. Mowry, is a book full of the school-room flavor, since it grew out of the actual daily intercourse with boys for twenty years. It is educational in the highest sense of ethical and character training. No special line of lessons has been followed in these twenty-seven practical "Talks," but the subjects were chosen as opportunity offered, and presented in an ingenious manner to attract the young, leaving them to deduce their own inferences. The educational writings of Dr. Mowry cover a large field of magazine work, and are progressive in character, original in thought, and inspiring in their effect on teachers and teaching.

Nature Study, by W. S. Jackman, A. B., was designed to construct a practicable program of lessons for science teaching in elementary schools. The principal part of the book is devoted to scientific study of natural objects and phenomena, beginning always at the point which would most interest the pupil. As an assistance to the teacher, the opening chapters treat of the motives

Industrial Education is the title of a work by Supt. Samuel G. Love. Through many years of study and observation, Prof. Love had come to believe that the best results in the education of children and youth are secured by training more or less the physical faculties in connection with the mental, by giving them something to see, to hear, and to do in the daily routine of school life. This work consists mainly of an explanation of the way in which manual training was introduced and carried on in the public schools of Jamestown, N. Y., for several years previous to the publication of the work. This book was written in response to repeated solicitations from teachers and others interested in education, in different parts of the country. As a pioneer treatise on the subject of manual training, it holds an honorable place, and has done much to educate popular opinion in favor of this new feature in the public school system.

The Elements of Pedagogy, by Emerson E. White, A. M., LL. D. This treatise presents a clear analysis of psychical processes, and especially those involved in knowing; a statement of the order in which the several powers of the mind become active, and their relative activity and development at successive school periods, with a graphic illustration of the same; a presentation of the fundamental principles of teaching, deduced from psychical facts and tested by the best school experience; the practical embodiment and illustration of these principles in general methods of teaching; the application of these methods to the teaching of reading, language, geography, and arithmetic, the branches which most fully present elementary methods of instruction; the application of psychical facts to school government and moral training.

Promotions and Examinations in Graded Schools. This monograph of sixty-four (64) pages, issued by the United States

Bureau of Education as a "Circular of Information," is a thorough and practical discussion of several of the more important problems in the administration of graded schools in cities including a graded course of study, the classification of pupils, intervals between classes, number of classes in a room, promotion of pupils, promotion examinations, remedies for examination evils, promotions without examinations, teaching examinations, and school regulations concerning promotions. This is a work of great practical interest and value.



KATE DOUGLAS WIGGIN,
Connected with the San Francisco Free Kindergartens.

One of the first to feel the influences that came from the heroic efforts of Pestalozzi for educational reform was the principal of the Mount Vernon Female School in Boston. He saw with keen intuitionary glances that education was moral work rather than memory work. His book, *The Teacher*, considered moral influences in both instruction and government. It had a great influence from 1840 to 1850; while not based on great general principles it must be remembered that the teachers of those days relied much on personal ingenuity. Jacob Abbott influenced the teachers of his time by showing that mere ingenuity must give way and moral purposes take its place.

Applied Psychology, by Larkin Dunton, LL. D., is the title given to a series of papers in the New England *Journal of Education*, the object of which was to make clear to beginners in the study of education the leading facts of psychology; to show the fundamental principles which should direct all educational processes, both by the pupil and by the teacher, and to offer such suggestions in regard to the application of these principles to the work of the school as would, in time, make artistic teachers of those who might follow up the study indicated.

Most of the educational work performed by Dr. Dunton, has been lecturing before teachers and superintendents upon the science of education. He has also edited a series of nine volumes, called *The Young Folks' Library*, the object of which is to put into the hands of children such a selected course of reading in connection with the different school studies, as will be helpful to the instruction and the children.

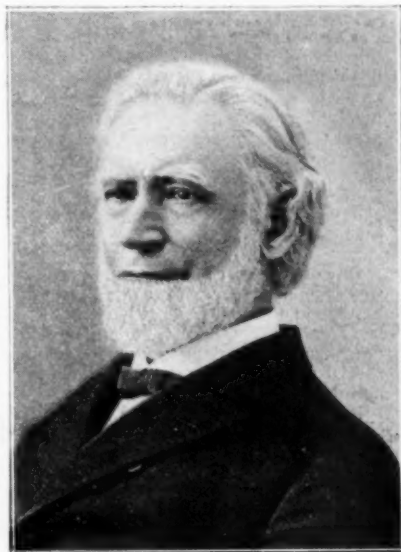
Educational Psychology, by Louisa Parsons Hopkins, is a digest

of courses of lectures to a normal class, and is built upon the latest principle of psychology and the study of mind development. It is used as a textbook, and as a summary of psychological reading.

How Shall my Child be Taught? is a practical book on educational methods. The various papers which compose it were originally prepared for an educational magazine. They attracted wide notice at that time, as they sounded the first note of our new departures. It photographs an actual school of the most progressive type. This author has published *Handbook of the Earth*, *Natural History Plays*, and *Observation Lessons in Elementary Science*. They are all in the spirit of the educational reforms of the day.

Elements of Psychology, by Edwin C. Hewett. In this little book, the author has attempted to give an analysis and definition of the chief phenomena of mind, together with some of the laws that govern its action and growth. His aim is to present the matter in such a way that it shall be intelligible to ordinary students, and that it shall incite them to continued study and observation, while giving practical assistance in the work of instruction and government. Particular pains have been taken in the definition of terms, and in the derivation of principles of pedagogy from the study of the laws of mind. But little space is given to the discussion of controverted theories, and none to abnormal phenomena, such as are shown in insanity, dreams, etc. The ordinary teacher has to do with sane and wakeful minds only.

The Elements of Pedagogy for Young Teachers is a book of about the same size, by the same author. He founds his instructions on psychology, and treats of the nature of education, and the principles of instruction and school management. His purpose is to give correct theories, and to show their practical application. Both books grew out of the author's experience as a normal school instructor, and they embody the substance of the matter given to many successive classes of embryo teachers. A few of the pages on psychology are duplicated in the two books, in order that they may be used independently of each other. In the preparation of both books, the author's prime object was to secure suitable text-books for his own use; but the reception they have received leads to the belief that they have been found helpful by others, both teachers and pupils.



NORMAN A. CALKINS,
Assistant-Supt. of Schools, New York City.

Children's Rights, by Kate Douglas Wiggin and Nora A. Smith, is a book of essays written from the kindergarten standpoint. Its contents are "The Rights of the Child;" "Children's Plays and Playthings;" "The Magic of 'Together';" "What Shall Children Read?" "How Shall we Govern our Children;" "Children's Stories;" "Relation of Kindergarten to Social Reform and Public Schools."

The Story Hour contains eighteen stories suitable for home, kindergarten, and primary school. It is prefaced by a paper from the author on the art of story telling, showing that the relation of the right kind of stories will give the child a pure taste in literature.

Mrs. Wiggin has also written *The Story of Patsy*, *The Birds' Christmas Carol*, and a popular music book entitled *Kindergarten Chimes*. Her stories though not strictly educational have an ethical value in the study of child nature that should recommend them to the reading of every teacher.

Conscious Motherhood, by Emma Marwedel, contains the essence of many volumes in its appeal to the woman of the nineteenth century for the self-knowledge to which she can no longer shut her eyes without guilt to the family and state. This appeal asks for concentration in action, demands knowledge of the body and mind, and their influences on heredity and health, crime, and their sequences to morality, and human happiness. It contains practical directions for an ideal nursery and kindergarten



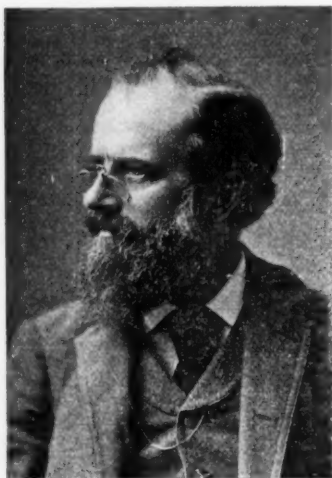
JOHN SWETT,
Supt. Schools, San Francisco, Cal.

This outgrowth of the author's long experiences, will be serviceable in the hands of mothers and kindergartners and is much valued in training classes.

The *Connecting Link* offers most valuable accounts of her study, in European manual and labor schools. It points to the vital problem how and why to adjust the three-fold, harmonious development of the child to existing conditions.

Childhood's Poetry and Studies in the Life, Form, and Colors of Nature. The aim of this booklet is to show that childhood's poetry and symbolism are the sole means by which the young child is able to perceive and retain naturally the facts of its environment.

An Appeal for Justice to Childhood is a supplement to the *Connecting Link*, and goes a step farther in pointing to the existence and the establishment of an international exchange of juvenile art industries.



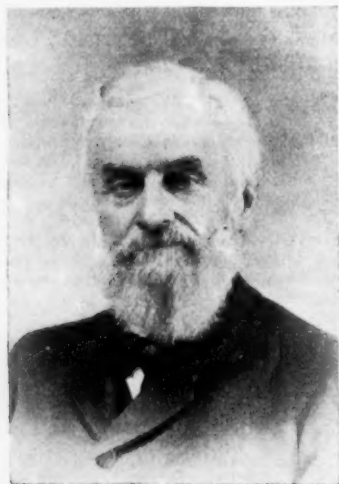
W. H. PAYNE,
Vanderbilt University, Tenn.

The Coming School, by Ellen E. Kenyon, was written to show minutely in what pedagogical error consists. It points out the real distinction between the primary and grammar school, defines the new education, indicates the lines along which the latter is entering, and gives sample lessons some of which illustrate work peculiar to the present transitional stage of school history. She has also written a pamphlet entitled *Phonetic Instruction*, which shows the necessity of treating this work by the "step by step" method, which begins with the oral analysis of words, as usually conducted, and leads to pronunciation at first sight, and rules for spelling.

One of the most busy educators on the Pacific slope is the city superintendent of schools of San Francisco, Cal., John Swett. He has found time to write a volume that has been very popular, *Methods of Teaching*, a practical hand-book of principles, directions, and working models, for common school teachers. Its special purpose is for the use of teachers who have not had a normal school training.

His *History of the Public School System of California*,—1849 to 1876—is a contribution to a department that should be followed in every state. He has written besides on text-book lines, being a practical teacher, at home in the school-room, and is happy when surrounded by busy pupils.

The progress of educational thought among teachers throughout the country has been most remarkable during the past ten years. But far back of this period young and thoughtful teachers were developing under influences which prepared the way for this great progress. Prominent among these influences was that pioneer work on object teaching in this country by N. A. Calkins, *The Primary Object Lessons*. During the thirty-one years since its first publication it has been read and used by many thousands of teachers throughout the United States, presenting to them the principles of primary education by a series of illustrative examples for developing and training the mental activities of children.



A. S. WELCH,*
President Agricultural College, Iowa.

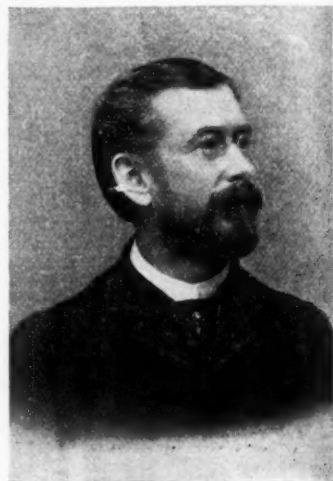
A second work by Mr. Calkins, *A Manual of Object Teaching*, published twenty years after the first work, was intended to carry the general plans of instruction of the former work over broader fields and into more advanced work in teach-

* Deceased.

ing. The results of teaching through personal observations by the pupils, properly guided, has been instrumental in preparing the way for, and in helping forward, the rapid progress in educational development during the past ten years. The influences of books adapted to stimulating such progressive education do not grow old.

Lessons in Psychology, by J. P. Gordy, is an elementary work that resulted from an attempt to make a helpful book in psychology for the thousands of young teachers who wish to obtain some scientific knowledge of the mind. It is interesting, intelligible, and practical, and leaves in the mind of the reader a clear conception of problems too difficult to be solved in a work of this kind. The author sought to accomplish two things: (1) To act the part of a guide in a strange city—tell them where to look to find valuable mental truth. (2) To so interest them in the subject by the clear statement of difficult questions, as to prepare them for the study of more pretentious books on the same subject.

The Chancellor of Vanderbilt university, Tenn., has been a busy man with his pen. Among the more important of his writings are *Chapters on School Supervision*, which is intended to be a hand-book to aid in the grading and management of public schools. *Outlines of Educational Doctrines*, a syllabus of his lectures on the art of education. *Contributions to the Science of Education*, is a volume of essays on the more important questions that come up before the thinker as he surveys the field with thought and care. Chancellor W. H. Payne has also placed before the educators of America the translations of two valuable works in the French language, Compayré's *History of Pedagogy* and *Lectures on Pedagogy*. He added to these lately a translation of the *Elements of Psychology* by the same author; it is a statement in a most concise form of the phenomena and laws of mental action. *Rousseau's Emile* will soon appear with notes from his pen.



F. V. N. PAINTER,
Roanoke College, Salem, Va.

Since 1870 there has been a feeling in the minds of thoughtful educators that the foundational art of education must be sought in psychology, that there must be a general knowledge of mental operations. Prof. A. S. Welch when at the head of the Michigan state normal school gave extensive study to the relation of mental development to education. Afterward as professor of psychology in the Iowa Agricultural college he gathered the results of thirty years into a volume *The Teachers' Psychology*. This has a value in education that places it above the usual treatises on mental philosophy; it aims to show what education is in the light of psychology, how it is carried on, the means of training each faculty, the test of the right selection of subjects of study. His *Talks on Psychology* is a small volume representing his discussions that were so popular in the Iowa institute.



DAVID P. PAGE,*
First Principal of the New York State Normal School.

Painter's *History of Education* was written to supply what was believed to be a want in our educational literature. It aims to give a systematic statement of the pedagogical principles, labors, and progress of the past with the view of improving the educational practice of the present. The leading characteristics of each period are clearly presented, and the labors of educational reformers since the Reformation are made especially prominent. The whole subject is viewed from the standpoint of the philosophy of history, and the effort is made to trace the principles of education in their fundamental relations to the social, political, and religious conditions of each country.

Luther on Education is also a contribution to the general history of education. The justification of the work is found partly in the

interest and value of Luther's views, and partly in the relation of those views to educational progress. With his earnest nature and profound penetration, he laid hold of facts and principles that are often neglected in the rapid movements of the present. The progress of our century in education—a progress that constitutes no small part of its pre-eminence—has its roots in the principles and labors of the German reformer. *Luther on Education* is a study of the relation of Protestantism to popular education.

First Book of Botany, by Eliza A. Youmans, was prepared in the interest of two ideas that seemed to the author to be of prime importance in education, and not much thought of. By the study of plants she hoped to cultivate in children the habit of accurate observation, and the exercises were simply and logically arranged, that the work would be an adequate guide to observation. The general aim of the work was mainly to eliminate the teacher, and give the child a chance to teach himself.



WILLIAM F. PHELPS.
Ex Principal Winona (Minn.) Normal School.

In the School-room, by John S. Hart, LL.D., is a book of thirty short detached chapters on the various phases of the professional life of the teacher. These experiences are discussed in clear, brief terms, with so much of genuine sympathy breathing through them that they reach the heart of the teacher, while they cannot fail to instruct the understanding with their psychological truth and analysis of the training of the mental faculties of children. But the strongest influence of the book is presentation of the spiritual side of the school-room teaching. Every young teacher would be better equipped for her work if she owned this book and made it a part of her daily reading.

The appearance of David Perkins Page upon the stage of the common school interests of New York state in 1845 was like that of the sun rising on the frozen earth in early spring. Already there was the promise of a future—the leading minds had felt and said that the teacher must be educated; they saw as all thinkers must see, "as the teacher so the school." But Mr. Page was more than the principal of a normal school; he was a reformer, a humanitarian, a friend of childhood, an idealist, a man of genius, eloquent, radiant, ardent, and self sacrificing. The classes who assembled at the new normal school, felt that his eloquent utterances should be published and they appeared under the title, *Theory and Practice of Teaching*. This aimed mainly to give the motives that should animate the teacher and the spirit of the methods he should employ. The book puts the school as a problem before the teacher and proposes to aid him in the solution of it in a way that dignifies the work and the teacher himself.



JOHN T. PRINCE,
Agent Mass. State Board of Education.

His reports included a history of normal schools in Europe and America, which was widely circulated in both countries, and exerted a strong influence in behalf of the increase of teachers' seminaries throughout the country.

During his twelve years principalship of the state normal school at Winona, Minn., his writings awakened a profound interest in this class of schools, throughout the Northwest, resulting in the general adoption of the system by several states.

His *Teacher's Handbook* has had a wide circulation, and been translated into Spanish for use in the normal schools of the Argentine Republic. He has also edited several Chautauqua brochures: *What is Education?* *Socrates*, *Horace Mann*, and *Pestalozzi*. His contributions to the leading daily papers of the Northwest upon educational, economic and commercial topics, for the past twenty-five years, would fill a large volume.

Courses of Studies and Methods of Teaching, by Dr. John T. Prince, is a handbook for teachers of primary, grammar, and ungraded schools. Part First is given to brief courses of studies for graded and ungraded schools. Part Second, comprising the greater part of the book, discusses methods of teaching all the subjects generally taught in elementary schools, giving many practical working models, topics, etc. The closing chapters are upon organization, school government, and moral training. The book has a large and extensive sale, being much used by teachers' reading-circles and normal schools.

Methods of Instruction and Organization of the Schools of Germany, by the same author, gives a general idea of the organization of the schools of Germany, and such a view of their inner working as may be suggestive and helpful to teachers. The book is really the result of the author's observations who, with note-book in hand, visited all grades of schools in various parts of Germany.

Preparing for Institutes.

By Supt. S. F. FIESTER, Waverly, Ia.

That a course of study for institutes is a good thing, all will admit. But the old outline of a course of study that the teachers from time immemorial have thrown aside as soon as glanced over, has had its day. A course of study for institutes that is to answer a purpose must be something more than a dead and dry skeleton—it must be invested with all the essentials of a living, realistic entity. However, it must not present itself perfectly developed and clothed in fine raiment, when first introduced, as if it were the task of the learner to pick it to pieces in order to become familiar with its teachings. There is a fine distinction to be made here. Though invested with life, it must be a creature of growth, and the essential conditions and culture must be supplied by the hand of the one who is to grow strong in so doing. This will require time, and patience, and hard study—three things that are rarely found in united harmony in August, the usual institute month. This brings us to the point of saying that a successful institute course must be one that can and will be studied over while the teacher is engaged in his yearly work. Such a course must be systematized and divided into its consecutive portions and, more than all, its portions must be presented at given and known intervals. It might come in the form of a monthly journal, each part of each topic being given a certain amount of space each month, and have it well understood that the work outlined for that month must be done during that month. This is just as essential as that the lesson given a pupil for the day must be prepared during that day. Who would think of presenting a pupil with a text-book of outlines in geography and saying to him, "John, here is a book of skeleton outlines, comprising the whole subject of geography; in a year hence, I shall call upon you to recite from this outline; be prepared," and then going on about his ordinary work, never stopping to call on John, never giving him a word of encouragement, never asking him if he needed help, nor even outlining the work into daily or monthly chapters? And yet this is what many county superintendents are doing and expecting to find the work ready and waiting for an August harvest! Let us have a *live* course of study, and let us have some means whereby the teachers pursuing it may be stimulated to active work along the lines laid out.

The plan of presenting teaching as an object of study to the teachers at institutes is steadily growing in favor. At the teachers' institute at Champlain "Prof. Sanford taught a class from the Champlain School." This is a point that has been urged for many years in these columns; true it has made some conductors angry, for they conducted by talking, which is the easier way.

In these later years letters from commissioners to the state superintendents have multiplied, saying, "Don't send—; he has talked himself all out." What a commentary on the degeneracy of our institutes! There is a screw loose when the teachers have to be compelled to attend. The true plan is to have unusually bright women to teach classes on a platform, to be followed by a pedagogical man of the right kind who can start discussions on the methods used and relate them to their *underlying principles*. Judge Draper never uttered a truer saying (and he has made many shrewd ones) than when in speaking of the institute he said, "It is the weakest point in our system."



STATEN ISLAND ACADEMY. LAMB & RICH, ARCHITECTS.

The Staten Island Academy.

One of the most conspicuous successes in educational work in the vicinity of New York is the growth and progress of the Staten Island academy. It is co-educational and provides a strictly graded plan from the first primary year through the last year of the college preparatory or high school curriculum. It is probably the only incorporated school near New York besides the Adelphi, of Brooklyn, that is organized in this manner, and its success is chiefly due to the rigid lines laid down by the management and the uncompromising manner in which the course of study has been maintained.

The principal of the school, is Frederick E. Partington, A. M., (Brown university) who has been at the head of the institution from its establishment in 1884—and mainly to his efforts is due the large increase of capital and the success of the new building enterprise.

The attendance has doubled in seven years, and the school has outgrown its present quarters. The trustees, therefore, have undertaken to erect a new building adequate to the needs of the 450 scholars.

The new academy building has been so planned that while it conforms to the shape of the land on which it is to be built, and is complete in itself, it can be extended by additions on the west side of it, and also on the north. It will be built of brick, stone, and terra cotta.

The main entrance will be on the side facing the harbor of New York. On the first floor are the administration rooms, the school-rooms, the great hall, and the library. The school-rooms are numerous, well lighted, and convenient.

The library will be a spacious apartment, twenty-five feet high, and will be provided with a massive timber ceiling. It will afford room for at least 15,000 volumes, and will contain pleasant nooks for reading and study.

A balcony runs around the second floor level of the library, and on the east side is a large bay window, so that the room will be flooded with sunlight.

The great hall will constitute the west wing, until in time to come an extension of the edifice leaves it the central feature. The floor will be level, but the stage will be slightly sloped in or-

der to secure perfect lines of vision. A balcony runs around the hall, at the second story level, accessible by staircases independent of the school. Adjacent to the hall are ample and perfectly appointed dressing rooms.

The gymnasium, spacious and thoroughly equipped, will be underneath the hall. The rest of the basement floor is allotted to cloak rooms for boys, indoor play rooms, and the apparatus for heating and ventilation.

The second and third floors are devoted to school uses, and will comprise numerous class-rooms, physical and chemical laboratories, rooms for botanical and natural history collections.



FIRST FLOOR PLAN.

studios, cast rooms, a calistheneum for girls and a lecture room.

Above the third story will be the dome for a telescope, and the essential equipments for astronomical study. These have been promised by a generous friend of the school.

The building is to be warmed and ventilated in accordance with the best methods provided by modern sanitary science. The fresh air will be drawn in, then heated, and continually driven into the rooms, while the vitiated air is simultaneously drawn off by motive power.

The architects of the new building for the Staten Island Academy, Messrs. Lamb and Rich, in making their plans, which are here displayed, have followed, to some extent, the old English style known as the Tudor—a fashion that combines nobility of appearance with cosiness of atmosphere, and simplicity of outline with refinement of detail.

The design is a structure that shall at once be scholastic and home-like, and shall satisfy the love of beauty while ministering to the needs of use, and so become equally a public delight and benefit.



SECOND FLOOR PLAN.



An Attractive Country School-House.

This plan for a one room school-house is designed for a small village or country school where there is need of close economy. The mechanical construction of the building is about as simple as it could be made. The roof is gabled, the frame is a "balloon," the outer covering common siding or "clap-boards." The work around the porches is plain and solid. The plan might be modified by the omission of porches, substituting plain hoods over the doors. Porches, however, are an important adjunct to a school-house which is not provided with an open basement or other large ante-room.

Unlike most rural school-houses, a especial place is provided for the store. In order to avoid encroaching upon the space required for seats, an alcove is built at the left of the teacher's platform. The school-room is reached through two cloak rooms opening from each porch.

The chimney that belongs to this plan, contains both the ventilating and smoke flues, the former being of brick, twenty-eight inches square, and latter a cast-iron pipe placed in the center of the ventilating flue.

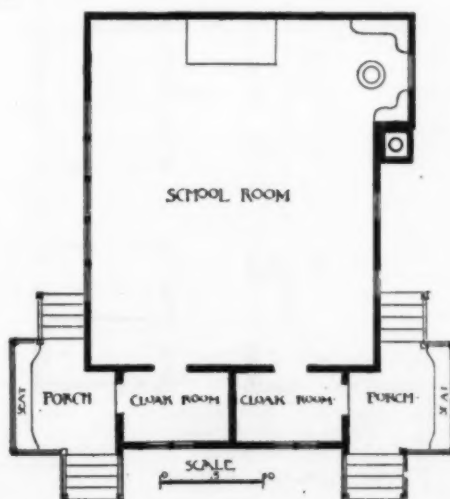
The design is from Gardner's *Town and Country School-Buildings*, published by E. L. Kellogg & Co.

Concerning Alterations.

When we consider the hundreds or thousands of school buildings all over the country, in the older parts as well as in the newer, of which, if the opinions of the school-boards and others who are supposed to be competent judges are correct, not one is what it ought to be,—and only a small percentage even of those most recently and most expensively built are without serious faults,—the first impulse is to set these existing buildings right, before we build new ones. Many of the smaller, cheaper buildings, by simple changes and additions, can be converted into well planned structures, having all the essential features that belong to the most

carefully studied plans; that is, good light, fresh air, suitable provisions for warming, and decent privy accommodations. Easy—that is, it is easy where there is sufficient general intelligence in the community to perceive the need of these things. There is rarely a cheap building either of wood or of brick, in which windows cannot be opened at a trifling expense at one side of the school-rooms, which will afford proper light; there are school heaters, in effect small portable furnaces, that only ask a place to stand, and they will not merely warm the air in the room, but will give it the necessary circulation for thorough ventilation; if there is no suitable ventilating-chimney, one can always be

built on the outside of the main walls, when a convenient place inside cannot be found; there is always room in the floor for openings for the escape of foul air and for ventilating-ducts underneath it.



FLOOR PLAN.

Of An Attractive Country School House.

Such amendments of harmful conditions will rarely injure the external conditions of a building, and even if that should follow, it would be of slight consequence when the welfare of the children is at stake. From GARDNER'S *Town and Country School-Buildings*, published by E. L. Kellogg & Co., New York.



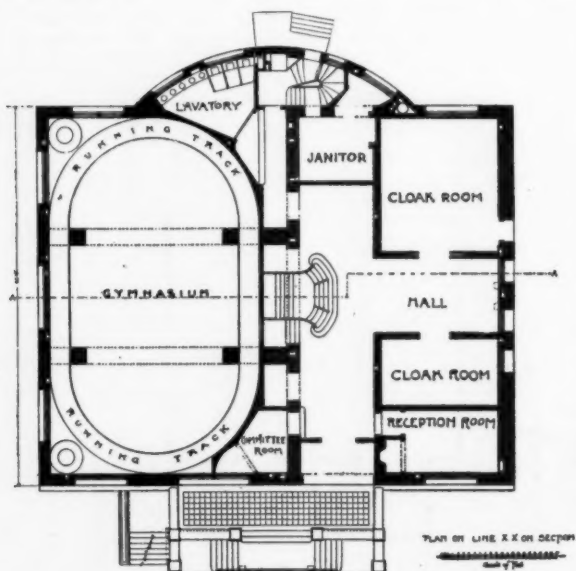
BRYN MAWR SCHOOL. MR. HENRY RUTGERS MARSHALL, ARCHITECT, NEW YORK CITY.

Bryn Mawr School.

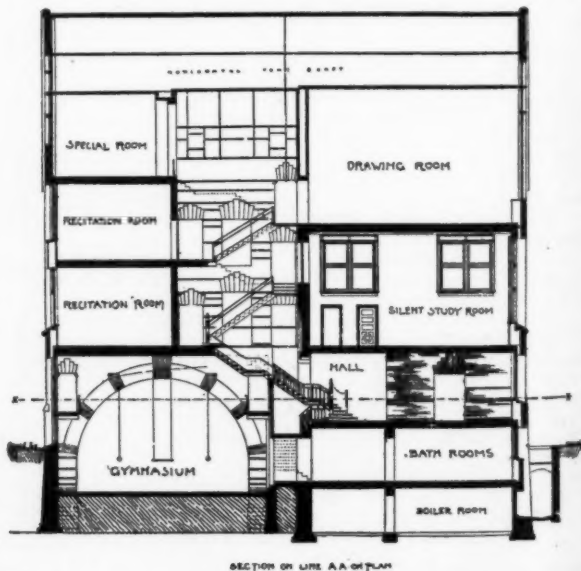
The building for the "Bryn Mawr School," at Baltimore, Md., which is illustrated in this issue through the kindness of the architect, Mr. Henry Rutgers Marshall, of New York, is used as a collegiate preparatory school for girls, as its name indicates. It is intended to accommodate 150 day scholars. It is 90 feet front,

and fully-equipped gymnasium occupies the whole south side, on what are the basement and first floors of the north side of the building.

On the north side the basement is used for spray-baths, a plunge-bath, dressing rooms, and locker-rooms in connection with the gymnasium, while the first story is occupied by cloak-rooms and reception-rooms. The lofty room on the north side of the second story is used as a "silent study-room," in which each



FLOOR PLAN.



SECTION ON LINE A A ON PLAN

and 70 feet deep and 80 feet to the peak of the roof from the level of the ground. It stands in the middle of a block which is entirely surrounded by a high wall, the part not occupied by the building being used as a play-ground. The building is thoroughly fire-proof throughout. It is planned in compact form to insure facility in management. In order to make the best use of the space, it has been found desirable to adopt different levels for the two sides of the building, as shown on the section. A large, finely lighted

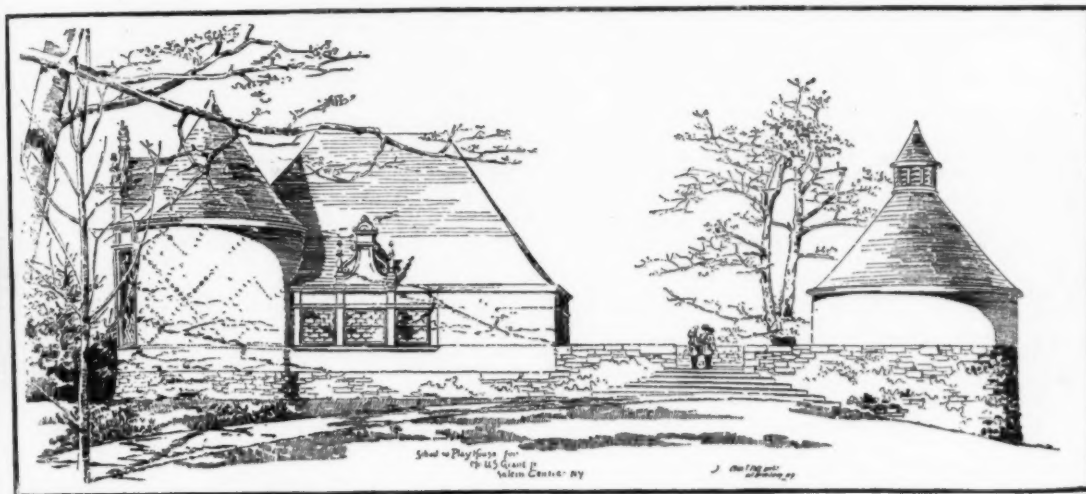
scholar has her desk and from which the pupils go to the recitation-rooms, which occupy the remainder of the building. The drawing-room, laboratory, and science lecture-room are on the top floor. All the class-rooms are grouped about the central hall, which is lighted by a sky-light in the roof, and by direct sunlight through the south attic room. This hall throughout, the gymnasium and connecting rooms, the lavatories, the science lecture-room and laboratory, are all faced with glazed brick. In connection

with the silent study-room there is a reference-library. Particular study has been made of arrangements which have been suggested as desirable by practical teachers in this country and abroad, and a strict attention to these requirements has furnished the elements of the design of the exterior. In all cases the windows of class-rooms rise to the ceiling level and have sills high above the floor. As to the exterior effect, the building is a study in brown. Stone is used to the second story and above that brown brick in three slightly contrasting shades. The roof is of golden brown tile. The ornamental effects above the first story are produced entirely by the use of brick of different shades worked into the designs suggested by the sketch. Thus the value of the masses is retained without such baldness as brick of one color would give. The high wall around the property gives an effective base to the structure which thus attains dignity in the simplicity of its masses while picturesqueness is gained by the difference of floor levels and the variation of fenestration which this necessitates. Especial care has been given to the heating and ventilation of the building. The triangular prism at the peak of the roof is made use of as a horizontal ventilation-shaft which is closed automatically to

windward; the suction from the lee side aiding the special aspirating-shafts which draw the vitiated air from all the rooms.

This plan has been found to work admirably. Tests made at close of hours of occupancy of the several rooms, show the air in most cases to contain less (and in no case more) carbonic acid than is allowed by authorities for *pure air* within rooms. Fresh air is admitted to the rooms directly from the outside, and after passing over heating coils under the windows, is delivered into the rooms through perforations in the high sills of the windows. This upward projection of the heated air in front of the windows prevents the down drafts which otherwise would be caused in cold weather by the large surfaces of glass. The heat in the coils is regulated by electrical device so that a uniform temperature under control is obtained in the rooms.

Twelve ladies constitute the faculty and there is a board of lady managers. The course of study includes the highest requirement for entrance made by any college. In addition to the regular college preparatory studies, there is instruction in Swedish gymnastics, swimming, fencing, and archery, thus providing for the physical culture of the pupils.



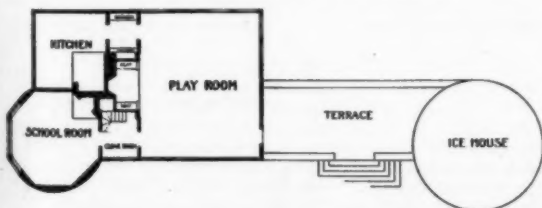
GRANT SCHOOL AND PLAY-HOUSE. CHARLES T. MOTT, NEW YORK CITY, ARCHITECT.

Grant School and Play-House.

This building was erected by Mr. U. S. Grant, in 1891, in the interest of his children that they might have a separate school and play-house; his object being to give them one large play-room in which they could keep house in their own manner without interruption—by or to the older members of the family and visitors, also a kitchen and a school-room proper.

This room is octagonal, about 18' 6" in diameter, with a ceiling about 18' high, the ceiling, cornice, trimmings, and base being of white pine varnished; the walls are covered with flax velour and blackboards. On one side is an open fire-place. The room is lighted from the northwest by a large amber colored glass window.

The play-room is about 24' 0" x 28' 0" and 19' 0" high;—the ceiling is plastered, otherwise the walls, etc., are the same as in the school-room. The east end of the room is fitted with a very large open fire-place, with side seats, built entirely of brick, also a gallery. The kitchen is fitted up for kitchen purposes.



The large play-room opens to the southwest and north, and owing to the ventilation provided in the walls and ceiling, is remarkably cool, even in the warmest of weather. The building has been erected on the brow of a hill; the foundations are of stone taken from the neighboring stone walls, and laid up so as to expose the mass and not to expose the cement.

It is entirely of wood, covered with shingles, which have been stained a silver-gray. At the extreme west is an ice-house, holding about 200 tons of ice. The terrace between the ice-house and school-house is open, covered in the center; the edges are kept by the children as garden spots.

Significance of Words.

By MARK LANE, New York City.

There are numerous names that have in them no small amount of history firmly imbedded. For example, the word "shire" takes us back to Saxon times. It is akin to the words "shear" and "share;" it shows that the land or country was taken by the conqueror and divided among his followers; it shows there was a time when men went as soldiers without pay and looked for their reward in the sharing of the booty—a plan followed yet by thieves, by pirates, and considerably by ship-owners in whaling and sealing voyages. The seal poaching is carried on under the system of "share and share" alike.

The term "shire" then was the "share" given to some great man, some leader, who in turn parceled it out to his immediate followers. There was the bishop's shire and the "kirk shire." Yorkshire means the share given to York; Derbyshire the share given to Derby, etc. The term was in time restricted to a division of land under the jurisdiction of a "reeve" or officer, who was called a "shire-reeve," now called sheriff. (The term "reeve" has become obsolete, except that in some places in the country the officer who receives cattle found in the streets, is called the "pound-master," in others "hog-reeve.") The word "county" originally meant the territory acquired and administered by a count; this, being a French word, shows that the French had some important part to do with the parceling out of land. The political power in the "shire" or "county" was the "count;" each count that came over with William the Conqueror got a share of the land; but the old English term "earl" held on. There are no "counts" in England; yet the earl's wife is a "countess."

We have no "shires" in this country except as we have transported names across the ocean, like New Hampshire. The names Middlesex, Sussex, Wessex, and Essex in England are parts of the ancient seven Saxon kingdoms of Middle-Saxons, West-Saxons, East-Saxons, and parts of the Heptarchy. Norfolk and Suffolk are "north-folk" and "south-folk." The ancient Cymri have their name embalmed in Cumberland.

The word "acre" once meant a field merely; in Edward the First's time a particular size was fixed to it; "furlong" was a furrow-long merely, very indefinite certainly.

The School Room.

JUNE 25.—SPECIAL.
JULY 2.—LANGUAGE AND THINGS.
JULY 9.—EARTH AND SELF.
JULY 16.—NUMBER AND PEOPLE.

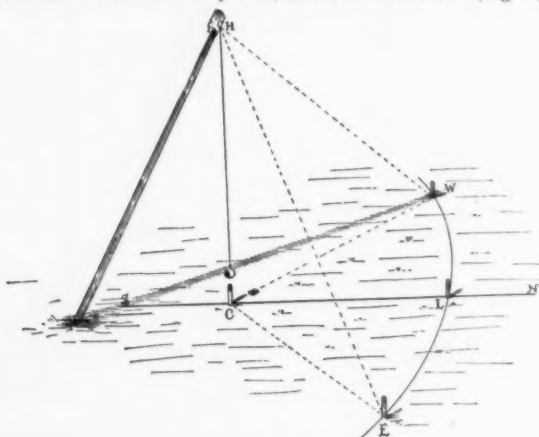
From the School Yard to the Stars.

By ALBERT E. MALTBY, Ph. D., Principal State Normal School, Slippery Rock, Pa.

An old Mexican engineer said, "You may carry me blindfolded to any part of the earth's surface, and leave me there with two sticks and a bit of looking-glass or a mirror, and I will determine accurately my location in latitude and longitude." School teachers are not engineers, and may not see readily how such results could be reached, but the old Mexican was right as to the utility of seemingly insignificant things in the truly scientific observation of phenomena.

Long before the solar compass and the other appliances of modern surveying were brought into use, the Romans used very simple means for finding the meridian line and laying out the streets of their cities. It is to an application of these means to the study of geography that we invite the attention of the teachers in our schools.

It is in general granted in the study of geography that the beginning should be made at home, that is, we should go from the known to the unknown. Teach the child that the meridian of any spot upon the earth can be found, in fact, may be made as definite in direction as any road, street, or line-fence. (Fig. 1.)



(Fig. 1.)

Take a straight stake, and nail to it a piece of tin having a circular hole near its center. Tie a stone to a long string, and fasten this plumb-line to the tin through the hole, which should be about three-fourths of an inch in diameter. Go out upon the play-ground in the forenoon, and facing the shadow on level ground, drive the stake into the earth, inclining somewhat toward the shadow. Put a peg, *C*, directly under the plumb-line, and also drive one, *W*, into the ground just where the light through the hole in the tin strikes upon the ground. Note the time until noon—say one hour. At noon return and put another peg, *L*, where the light comes through the shadow of the tin. At one o'clock in the afternoon put a peg, *E*, where the light strikes at that time. The line *CL* is a north and south line or meridian, while if *E* and *W* be joined by a straight line we shall have a line running east and west. If the work is carefully done, *WL* will be equal to *EL*.

Where the place is far from the standard meridian, local time should be calculated and used. How could the practical work of the problems in longitude and time given in our arithmetics be better illustrated? Thus, near Pittsburgh, in finding a recent meridian laid down by a group of students, the longitude 80° west was taken from the geography; and since the clock was keeping standard eastern time (75th meridian), the difference in longitude was 5 degrees. Since one degree of longitude marks 4 minutes of time, 4 degrees would show a difference of 20 minutes, and local noon would not come until 12:20 P.M., standard Philadelphia time. At 11 A.M., standard time, the peg was put at *W*. Then one hour and 20 minutes afterward, or at 1:40 P.M., the peg *E* was placed and the meridian *CL* secured.

By such means a good meridian line may be obtained, and it will be exactly true if made June 21 or December 22. At other times, if greater accuracy is desired, the amount that the sun is "fast" or "slow" may be found from the almanac, and proper allowance made.

At all times very good results may be obtained by putting the stake upright, and without any plumb-line or perforated tin, noting where the end of the shadow strikes at noon. A line

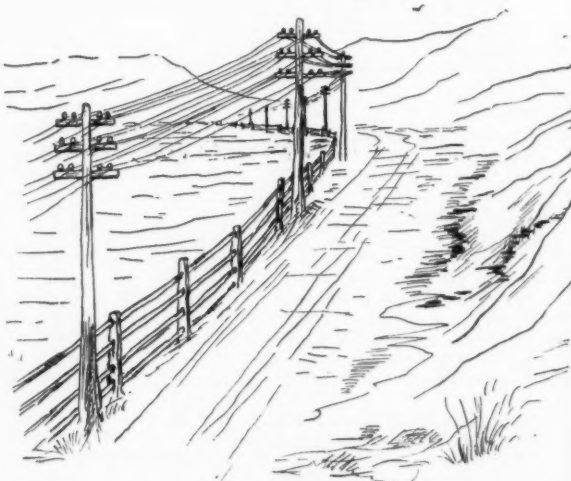
drawn from the foot of the stake to the end of the shadow will mark the north and south line; that is, the shadow will be on the meridian.

If the windows open toward the south, a good north and south line can be found by continuing the path of the beam of light passing through the window at local noon. Draw a line upon the floor to mark the position of the meridian. (Fig. 2.) If teachers



(Fig. 2.)

would devote a portion of their time to work of this kind, we believe that the pupils would obtain much better ideas of direction and distance. Allow the children to determine the direction of the common roads (Fig. 3), and to mark upon the maps which



(Fig. 3.)

they construct the changes in direction which such roads make. It is remarkable what progress in accurate work the pupils will make under such instruction. We have in mind the animated looks of a large class of boys when they were told by their teacher that we would learn the table of Surveyors' Measure by actual practice in the field. The following Saturday was named for the exercise. Promptly at the time appointed every lad appeared; and no band of U. S. engineers ever worked with more energy than did that class of practical geographers. They surveyed lines, measured distances, estimated areas, and calculated the height of trees from the shadows; and if they did not then pass to the study of Polaris, the north star, it was not the fault of the boys. None of them afterwards could be puzzled by questions about units of length, surface, and direction. The relation between Surveyors' Measure and Long Measure was discovered; and when we took up Cubic Measure, they calculated the cubic capacity of all things from the corn-crib to the wash-tub, either in cubic feet, bushels, or in gallons.

Costly apparatus may not be within the reach of the teachers in our common schools, but in reality the simplest apparatus is best. In these days we can afford to disregard the sneer at "home-made apparatus" so plainly marked in a recent educational journal.

The Common Path.



W HETHER we toil 'neath the
mountain pine,
Where the rocks are barren
and steep;
Or delve in the damp and dark-
some mine,
Where the shadows of mid-
night sleep;

Whether we stand in the harvest fields,
'Mid the wheat field's garnered gold;
Or strive for the treasures ocean yields
To the hands that are brave and bold;

Whether we stray over frozen wilds,
Or toil on a burning plain;
Or whether fair fortune frowns or smiles
On the work of the hand or brain;

Whether if rough or if smooth the road,
Or the hours be sad or gay,
We must bear our share of the common load
We must walk in the common way.

But the common way, to the heart uncowed,
Blooms out into beauty true;
And a song can shatter the deepest cloud,
And the sunshine shall shimmer through.

Less grows the weight of the common load,
If the courage be high and bright;
And less the shadows across the road,
If the eyes are fixed on the light.

—Selected.

Learning From Pupils.

By MARK R. DENNISON, Philadelphia.

It was just on the edge of a New England village that the Gleason farm was situated; it had yielded a comfortable subsistence to several generations, and that is the reason why it about utterly failed to give the present owner enough to live on, no matter how he saved and pinched. It was such a picturesque place! There was a rattling brook, an old orchard on an elevation, a house with lilac bushes and two tall Lombardy poplars, each acting as a gate post as well as a sentinel tree. Mattie Gleason was an only child; as she grew up she began to carry the burden of the debt on the homestead, for her father and mother could not but talk about it; it hung over their heads like a veritable sword of Damocles.

At last, a severe winter was followed by a very dry summer, contrary to the usual rule, and there was scarcely any grass in the pastures or in the meadows; then the late spring frosts had extinguished what started out to be a fine apple-crop. The sadness, so marked in Warren Gleason's countenance, seemed to deepen if possible as each new disaster appeared.

"I don't see what we are going to do," he said to the women as he entered the house; "they want the money to pay the minister and I agreed last winter to help repair the church. I had just enough to pay the taxes."

Now the two women had been talking over the matter; for Mattie with a New England girl's courage had applied to the school committee of a small village twelve miles distant and had been appointed as the school teacher; in fact, the letter had just been read. Her mother had consented to her going, though she did not see how she could do without her help. Her father smiled grimly:

"Why, Mattie, do you think you can make the children mind you? You know you are not a very powerful kind of a woman; I guess you don't weigh more'n a hundred and twenty-five."

But they all seemed to think there was a Providence in it, and not "to fly in the face of Providence" was considered a governing maxim in West Grandboro for all affairs, religious, industrial, social, and even those pertaining to marriage.

In the new life proposed for Mattie even the mortgage was seemingly forgotten. Her father daily impressed on her that she must be sure to make the children mind. Her mother had little advice to give, for she knew nothing about teaching school (for that matter her father did not, but he advised all the same); however, she ventured to say: "You'll learn a great deal from the children; it's a wonder how much they'll know what you ought to do and what you ought not to do."

The school numbered about thirty pupils; three or four were fourteen or fifteen years old, and as all were children of farmers and decently trained at home, the new teacher dismissed the anxiety she had felt about governing them. The incidents her father had told of the teachers in his day who had been obliged to wear out birch rods on the backs of rebellious boys provoked a smile

as she recalled them. The stillness of the first day and the evident awe with which she was regarded caused her novel sensations. She had always been accustomed to obtain permission even to visit at the next neighbor's and now it was she who had to decide upon all the actions of thirty human beings.

The first week was about to close on what Mattie thought was a complete success, as far as good order went. For some reason there was a good deal of restlessness; it was perhaps the extraordinary effort each pupil was making and which sooner or later must find an expression. They tip-toed over the floor, they suppressed their coughs, they tried to confine their attention to their books, but there was a nervous irritability felt by both teacher and pupil.

George Slocum had misspelled six out of twenty words and had been told to study the lesson over ten times. He was a stout lad of twelve or thirteen years and Mattie noticed he wore a dissatisfied look as he sat ~~down~~. Nor did he begin to study with alacrity; on the contrary he took out of his pocket a key, a knife, a walnut, a string, a nickel five cent piece and would have put a dozen more things on the desk from this capacious receptacle had not several taps of the teacher's pencil recalled him to the unpleasant task before him. He took up the spelling-book and then nudged the boy next to him. The teacher had been on the watch and now she spoke:

"George, you may take your book and come and stand here on the floor."

The tone was pleasant, nor was a disagreeable thing commanded; a little girl had stood on the floor in the forenoon, but George sat perfectly still. He displayed an unwonted interest in his spelling lesson; he appeared to interpret the command to be given because he had neglected to study upon the list beginning with "accident" and ending with "atrophy;" he acted as if his obedience to the early direction would allow him to escape from attending to the later one. Most teachers would have said, "Well, if you will study like that you may stay where you are."

Mattie was absolutely amazed at this rebellion; every one had seemed so willing to obey that she felt she had only to issue any reasonable order and it would be obeyed. She remembered her father's words, "If you can't make 'em mind, you can't do 'em any good. It's making 'em mind that's the good of going to school—more'n half of it." She looked as intently as she could at the boy and repeated her command:

"George, take your book and come here at once."

But George did not move and seemed to study his spelling lesson with still greater earnestness. In the hurried glance she cast about the school she felt that every pupil's two eyes were fixed on her; they made her the problem; they did not seem to be concerned about the boy at the desk at all. This made her feel that a responsibility rested on her to do something—but what? Should she take the boy by the collar of his coat and drag him out? She might not succeed; besides it seemed so incongruous and so inharmonious to have a scuffle in the room that had been so quiet and peaceful during the entire week. The thought of whipping arose, but was at once dismissed for she had never struck a human being yet; she could not bear to see her father strike the horses smartly with the whip; and on principle she was a firm believer in moral suasion.

She felt instinctively that she must turn her attention and that of the school to something else; the highest arithmetic class needed some attention; it consisted of four pupils. They came to her desk while she showed them how to "reduce seven-eighths of a pound sterling to shillings and pence." As they stood around her she felt she was not wholly alone; somehow she perceived she must turn to this group for aid. She whispered to the oldest one, a boy of fifteen:

"What shall I do with George?"

"Oh, he don't mean to be bad, Miss Gleason; he's just 'cutting up' a little. You should see how he 'cuts up' sometimes when we play. I'd give him a nickel."

The class returned to their seats, but a new light had come into the teacher's mind; could she cause some reaction in the boy's mind? She knew that what was meant by "giving him a nickel" was to start his mind off on a new tack. But how? What?

There lay on the desk a fine orange that the daughter of the storekeeper had brought her; it had evidently grown on the banks of the far-famed Indian river in Florida. That seemed to be one thing available, she thought quickly. Smiling and confident she said: "George, you must have that lesson perfect by this time; you have been studying harder than you have any day this week."

The pupils began to smile; they saw something was going to be done with George and that it was to be of a laughable kind; they were full of expectancy. Mattie's spirits rose; she knew what it was to be the center of a group of girls when her witty sayings provoked great enjoyment.

"You may rise and I will hear you spell."

Sure enough the hard study had resulted in a perfect lesson; this was another thing to advance her project. George now began to feel a little uncomfortable. Why was the teacher so smiling and radiant? Why did she look at him so roguishly? Why were the rest of the school so brimming with smiles? Evidently there was some plot on foot. Some-

how he was being laughed at, or was going to be laughed at; he felt guilty; he knew he was in the wrong.

"You may put away your books; I will dismiss you a little earlier as all the lessons are finished.

"We have had a charming week; you have been very kind to your new teacher. I have been told that teaching school was the most unpleasant business in the world, but it seems very pleasant to me.

"The only thing that has surprised me occurred this afternoon. George had a splendid spelling lesson; he studied it so very hard that he did not miss a single word. (Here all began to smile.) I told George to stand on the floor but he staid on his seat—he was so anxious to study and get that spelling lesson, I suppose! I understand it.

"You see George is in the habit of 'cutting up' (here there were broad smiles) and here he has been a whole week without 'cutting up'; just think of it! He must have a reward. What shall it be? One pupil says I must give him a nickel? Why? Because he has gone through a whole week and given no trouble. Can you think of anything else?" (Here she took the orange in her hand and lifted it an inch above the desk.)

"Give him your orange."

"No, it's too good."

"Give him a nickel!"

"Give him a cent!"

"Don't give him anything."

"But I want to give George something; I want him to think of this afternoon. I was really very much disappointed, for I counted on his obedience. I want to make him a present, and although Anna gave me this beautiful orange and I have been expecting to eat it after school, I think I will give it to George to remind him that he has not made the week a perfect week."

"I don't want any orange," said George; he felt evidently that he had made a mistake; that all the school were on his teacher's side except himself. Such a position is not pleasant.

"Then I will invite the Fourth class to remain and share my orange with me; we will cut it into five parts and have a little feast."

The main object of this was to detach the older class from George at this juncture; he would go home knowing that he was being "talked over," in all probability. He would wish he was one of this older group; he would be set to thinking.

The school was dismissed; the little group were around the table; the orange had been dissected; the pieces lay on a plate taken from a lunch basket (for Mattie had learned the valuable lesson in niceness in her eating) when the door opened and a little girl said:

"George wants to know if he may come in."

"Certainly; come right in."

And as he came in she tendered him the plate; but he wanted no orange.

She saw he felt unhappy.

"What is it, George?"

"I'm sorry I made any fuss, Miss Gleason; I'll stand on the floor any time you want me to."

Tears fell; the chair next to the teacher was vacated and George was put in it and her arm thrown around his neck. But they talked of oranges, and of planting the seeds. George himself took home some of the seeds, and planted them.

Physical Cultivation of the Teacher.

By R. ANNA MORRIS, Supervisor of Physical Culture,
Des Moines, Ia.

Much has been said about physical training for the school children, and that is well; but when I hear a sunken-chested, heel-gaited, limp-muscled teacher say, "I am introducing physical culture in my school," I think, "Oh, Physician heal thyself!" before you dare to stand as an example in the presence of the children.

My dear teacher, you "*can build yourself up*" if you are willing to study the principles of physical education and practice them. The period of body cultivation is not limited to childhood, but lasts through life. My belief is that just as long as the body is inhabited, just so long should it be kept in the best possible condition to serve the mind and soul.

Herbert Spencer says: "The first requisite to success in life is to be a good animal; and to be a nation of good animals is the first condition to national prosperity."

America has yet to reach this first condition. As a factor in the intelligent progress, the teacher is the one person who must keep abreast with the times. The demand for a good physical condition is beginning to stand side by side with the requirement for a good moral character and a sound mental qualification. It seems to me that the composition of a well balanced, harmoniously rounded school teacher should include something of righteousness, something of intelligence, and much of physical wholesomeness. Before her school a teacher should carry herself with ease and self-poise, which betoken personal dignity and command respect. This she cannot do if her muscles are weak and she

stands with weight on heels, hips pushed forward, and chest dropped down. The chest being "the zone of honor," should be kept up and regarded as the leader of the body, both in standing and walking.

Aside from the standpoint of strength and pride, good health has a moral bearing upon the character of the teacher and school. Weak muscles and poor nerves cannot command the virtues of patience, cheerfulness, and firmness, so needful to the profession. 'Tis true that ill health magnifies trifles and causes the serenity of the school to be constantly ruffled by little things, which could be calmly corrected or suppressed by a teacher of strong, reposeful manner. To "keep well" should be a part of the teacher's profession; for even though an instructor may possess the light of intellect and the beauty of sympathy, their virtue will have a hard time to overcome dyspepsia or shine out through neuralgic muscles; they may even get lost entirely in the struggle and leave the children with the impression that they have an impatient "crank" for a teacher.

'Tis not enough that a teacher finds herself able to go through a series of mechanical evolutions with wands, clubs, etc.; she ought to understand the principles of physical development—muscle building, nerve training, hygiene, anatomy, and physiology. I do not mean the technical text-book "stuff," so often taught in the schools without practical thought or application; where the analysis and classification of the respiratory and circulatory organs teach about as much of that which is beneficial in practical life as would the examination of a boulder or of a cabbage; but I would have nature walk hand in hand with all study pertaining to the body.

Of all things a teacher should learn the relaxing exercises, and when she finds herself growing nervous or *nerveless* before her school, she should just step into the cloak-room and *relax* the system.

To control children most successfully one must be reposeful and come nearer nature's ways—which always have repose at the back of every action.

Nature is a true Delsartean with "strength at the center" and system in all things. She does not grow nervous and give us a sudden flash of daylight in the night, but composedly holds us in darkness until day comes. How can we hope for repose of mind when we have not repose of muscles, or expect to be masterful and strong in an emergency when mere trifles disturb our equilibrium?

'Tis surprising how self-conscious some teachers are before visitors; they do not seem to know what to do with their hands or where to stand, nor how to bring the company in, nor get them out of the room in good order. Under the trying ordeal they stiffen their spines, and edge around in such a prim way that no wonder, when they "let go of themselves" at the close of the day, that they exclaim, "It just kills me to have company." Neither is it surprising that the children take advantage; because the awkward, nervous condition of the teacher shuts off the bond of sympathy between them and her, and leaves them to reckless misdeemeanor while she is "nerve-bound in her shell."

How different from the teacher whose body weighs so heavily upon her existence, is the one whose body is under control and trained to prompt obedience. She glides easily to the door and opens it with a bow that would grace a queen. She can stand self-possessed and well poised before any one, with a freedom and grace of movement that takes you back to the ancient ideals. Her erect body unsupported by artificial props, her elastic step and clear skin look as though they belonged to a woman and not to a bundle of aches and awkwardness.

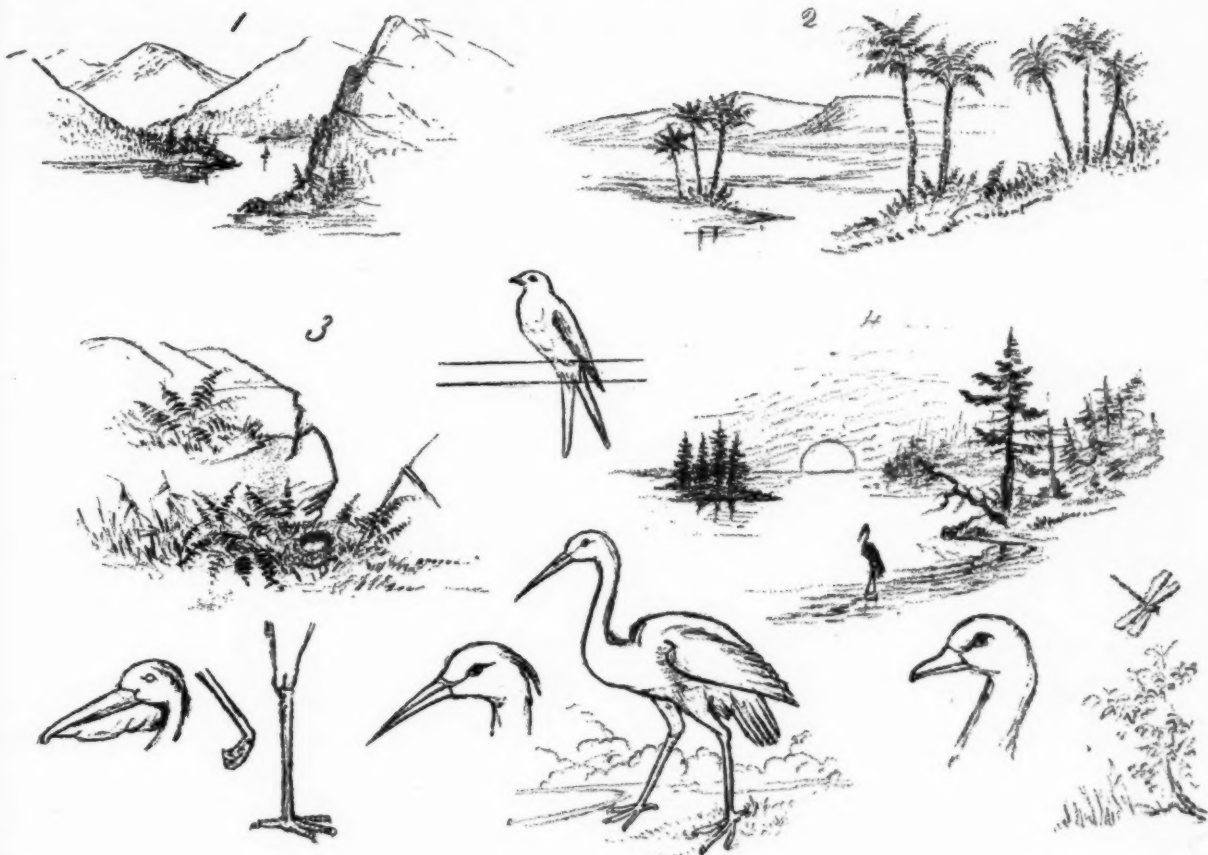
This teacher is not indifferent to personal appearances and healthful dress, but she loves her strength and freedom too much to be a slave to fashion and its follies. She is quite sure to have a good voice—"that most excellent thing in woman"—and so essential in the school-room. All teachers should study and practice especially that part of physical training that bears upon the vocal apparatus.

The inquiry comes to me from all parts of the country from the regular teachers: "What shall we study, where shall we go to receive training?"

The literature is growing, and with such books as Wm. Blaikie's "How to Get Strong;" Dr. Anderson's "Light Gymnastics;" E. B. Warman's "Physical Training;" Miss Morgan's "Hour with Delsarte;" Dr. Enebuske's "Progressive Gymnastics," and the many excellent magazine articles, any teacher can find helps sufficient to give her a good start in the work of cultivating herself. The subject of physical education ought to be introduced into all summer schools and county institutes, thereby giving the regular teachers an opportunity to begin the study and practice.

The physical culture departments at the Chautauquas, and especially at the New York assembly, have been a great benefit to teachers. These are delightful resorts and hundreds of teachers are constantly improving the opportunities they offer.

"I don't think it exactly fair for my teacher to keep me in because she can't read my writing," said Willie. "It isn't my fault if she doesn't know how to read."



Illustrative Blackboard Sketching.

By W. BERTHA HINTZ,* Principal of Normal Art School, N.Y. City.

The power to illustrate lessons by blackboard sketching is now so generally recognized as important, even essential to a teacher, that it will be a pleasure to me to help all those who wish to perfect themselves in this department.

Generally the teacher more or less gifted with skill in drawing has in the past attempted picture making, or complicated sketches, requiring much labor and time, necessarily done out of school hours, and too often with discouraging results, as is proven when the sketches are to be used for the lesson to illustrate a point.

This is not as it should be. The object of illustrative sketching is lost, its use misplaced, and much precious time is wasted whenever a blackboard sketch is over elaborated.

It should be the creation of a moment to exist but a moment, when it has answered its purpose, and should, I might say, be erased the next moment.

For cultivating the power of sketching rapidly, easily, a few lines which suggest the thought or the object, and that in the presence of the children, and at the time when the illustration is needed, systematic practice is necessary. The sketches may be crude at first and the facility not gained as soon as expected, but in the end systematic practice from simple exercises to those more complex will produce good results.

As all this is done from memory or from the imagination, a different method of study should be pursued from that followed in other departments of drawing. For example, a teacher wishes to sketch some object in the simplest possible way. Let us suppose it to be a fence. What is the process of study? We cannot have the fence to look at, then and there, but we have seen fences. What kind can be recalled most readily? We will say a picket fence. What can be remembered about it? Now by thinking persistently, definitely thinking about it, it would probably be found, that there exists a perfect memory of that particular kind of fence. If parts of detail should be found wanting, it is only necessary to reason a little, as to how they should be to do service as they do. Keeping the attention concentrated on this mental picture of the object, study it as if it were the object itself: (a) general dimensions; (b) proportionate dimensions; (c) contours. When, then, the contours are being studied it is also time to consider what the direction and character of the line should be to represent them. These virtually are all the difficult steps to complete this representation.

Next is the mechanical execution. What is to be done now for

those who never had any talent for drawing? Do not pause here. This part, that is the drawing *all* can do, talent or no talent, having eyes and a mind to see, a hand to hold the tool. Nothing is denied you. You can gesticulate; you know direction. That the hand and arm do not immediately obey when you aim for a certain direction, is nothing alarming. They have formed no habit of obeying you. You have given them no opportunity in this activity. You have given them no practice, no training. With practice, and patient practice at first, will come the power of doing as you direct; and well directed effort or aim in the drawing of strokes will have its proper results. That this practice should be systematic is of the greatest importance; that it should begin with the simplest exercises proceed logically from one to another, making no sudden digressions, is essential; that it should be regularly, consecutively carried on, not spasmodically at long intervals, should be apparent to any teacher. Ten minutes a day for five days a week will bring good results.

What should be the nature of the practice? Not drawing one object in one fixed position until the drawing be memorized; but simple exercises which will help in the execution of any sketch of an object, provided that the object be known and its mental picture clear. This blackboard drawing then necessitates observation, definite, concentrated at the time that the object is studied.

A teacher should have formed the habit of observation by constantly observing. Taking a simple illustration, a palm leaf fan, we may examine it ourselves a little to see how well we know it. We have seen it often, and should surely remember its shape, size, proportion of handle to the whole length, and more or less detail of venation or ribs. These points being well remembered we proceed to draw it. Now the first question is: What simple type form or geometric figure does it resemble? The oval, and after a little freehand practice in the direction of the curve of the oval, we draw one boldly upon the board and examine it. The halves when the oval is divided vertically do not balance. That is a very common occurrence, however, and without erasing we correct the error and then erase unnecessary marks. We next sketch the handle. This must be a continuation of the central line and having some thickness must be represented by two strokes. The radiation of ribs from the base of the leaf out towards the margin should be represented next.

But a still more elementary exercise may be necessary at first to gain confidence in sketching upon the blackboard; and for those who need this preliminary practice we suggest the next following lesson which will be upon, "How to handle the crayon and directions for free arm movements and rapidity, including simple illustrations."

The lessons will cover a wide range of subjects fitted for illus-

trating number, reading, language, plant, and animal lessons, in the primary grades, and geography, history, zoology, and botany lessons in the grammar grades.

For example: If a lesson on mountains be given the accompanying sketch on the board should be something on the nature of fig. 1.

If plant life in the southern zones be the topic, a little appropriate sketch may well accompany the conversation. (Fig. 2.)

When a conversation or simple language lesson is carried on a sketch may furnish subject for conversation, as fig. 3.

Suppose the subject of study to be the fitness of the structure of birds for their mode of life, and the teacher could accompany the lesson by a few rapid strokes, long straight lines for the long-legged waders; long curves for the drawing of their necks; long, sharp, acute angles for their long pointed beaks with which to search, for food (see fig.) how much more interest would be added to the attention of the children! And we all know what is listened to with interest is longer remembered. So the wise teacher will do well to make use of this very desirable means of securing involuntary attention from the pupils.

We hope that every wide-awake teacher will take up this new study with us, and learn to travel over the mountains and sea with mind ready to see, and the chalk always at hand to make her mark emphatically.

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Physics-Teaching.

WITHOUT APPARATUS, OR WITH APPARATUS OF YOUR OWN MAKING.

By T. O'CONOR SLOANE, Ph. D., Author of "Home Experiments in Science," etc.

Has anybody who was called upon to teach physics or natural philosophy, felt disheartened because the powers that be would not supply a set of apparatus with which to do the work? The affirmative answer to that question is voiced by many thousands of teachers, present and past. Now, let me ask another question. After a set of expensive apparatus has been procured at the cost of much solicitation, has not a tiny feeling of dissatisfaction with its limited capacity been experienced?

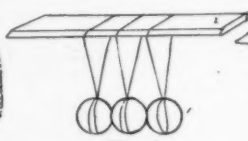
Perhaps the last described phrase of feeling is what the English call a "fad" with me. But, in many years' experience in lecturing, including school lectures and public lectures, I find myself drifting more and more away from the conventional "school and college" apparatus. The inelastic supplies of the dealers are gradually abandoned, and for illustrative work, more satisfaction is found in home-made apparatus and original and simple devices.

Inertia.—The time-honored experiment of inertia may be nicely shown by a card, a coin, and a tumbler. (Fig. 1.)

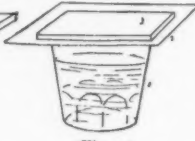
This being the case, does it not seem almost a waste of money to spend one dollar for a piece of apparatus that performs it no better?



(Fig. 1.)



(Fig. 2.)



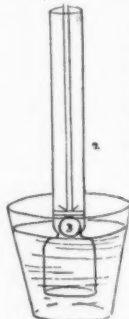
(Fig. 3.)

A set of wooden collision balls will cost nearly five dollars; ivory ones from ten dollars upward. But who does not want the best attainable? He or she who has this high desire may abandon wood and ivory and buy four or five large glass marbles (fig. 2), and with them may construct a set, which, costing less than a dollar, will be of far superior quality to their higher priced lignum-vitæ or ivory competitors.

Capillarity and Rarefaction of the Air.—A piece of thick blotting paper is placed over a glass nearly filled with water. On that a glass plate is laid, and while holding all together, the tumbler is inverted. (Fig. 3.) The blotting paper absorbs water, the water leaving the glass establishes a rarefaction of the air there, improperly termed a partial vacuum, and the plate adheres so strongly, that the tumbler can be lifted by the plate, and perhaps held out horizontally. See how much this little experiment tells us.

Every pore in the paper represents the cylinder of a pump. Across each pore is a little film of water of molecular thickness, which is the piston of our minute pump. By capillary force or adhesion, this piston is drawn through the cylinder, forcing back the outer air. The water from the glass follows, forced out by the elasticity of the confined air. The atmospheric pressure is thus brought into play, and the plate, blotting paper, and tumbler stick together.

Inertia Again Illustrated.—Take an Argand lamp chimney, kerosene lamp style, and introduce a marble of proper size into the long end. (Fig. 4.) The latter forms a ball valve. On jumping the chimney with the marble in it up and down in water, it may be filled to the top, although never fully immersed. The inertia of the water stops it from falling as rapidly as the chimney moves. Or leave inertia to one side and speak only of the acceleration of gravity. If the chimney moves down faster than this acceleration, the water will rise with repeated movements.



(Fig. 4.)

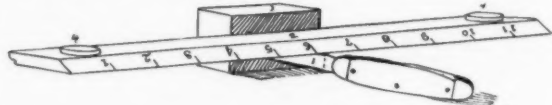
The Lifting Pump.—The same chimney and marble supply the cylinder and lower valve of a pump. A circular piece of kid glove leather, and a disk of thick leather, the latter perforated with four holes, tacked to a stick, provides the piston and valve, and completes an excellent model of a suction or lifting pump. (Fig. 5.) If you buy one it will cost from three to ten dollars.

The Lever.—Suppose the lever is to be illustrated. A ruler and knife blade are the essentials. The ruler is perpetually falling off. Thrust the point of the knife into a block of wood so that the knife will set firmly on its back upon a table, and you have a perfect support. (Fig. 6.) Next, weights are wanted. For these, use coins and the whole law of moments can be demonstrated.



(Fig. 5.)

Ingenuity is Needed.—In this utilization of what is about us, there is room for many points of ingenious manipulation and contrivance. Thus, from empty spools, models of pulleys can be contrived that illustrate fairly well their principles. A difficulty



(Fig. 6.)

incident to their use is that string runs to one side of them and throws them out of position. This is avoided by substituting tape for string. Make the change and the spools will work without trouble.

Practice Before Meeting the Class.—If wise, you will have practiced them thoroughly and learned all their ins and outs before showing them. And each one will tell such a story, or can be made to. Each one contains such full opportunity of illustration, sometimes too full, for the employment of good manipulation. It is conceded by all that such experiments are far more fruitful of suggestion than those made with ready-made apparatus. Home-made extemporized apparatus may lead to failures in the experiments. But nothing is better for instructive purposes than a failure well explained. Practice only can secure you from danger.

Costly Apparatus often a Hindrance.—It is true that expensive apparatus is to some extent needed. No chemist ever felt that he had too good a balance. For demonstrations of qualitative phenomena it is rarely required. Too often it glosses over the imperfections in the user. Certainly more ability, better manipulation, and more time of preparation, are required in working with simple and personally contrived apparatus, than with the complete articles all prepared for use. But, despite the time and thought required to carry out the plan here advocated, I believe that the greater flexibility it gives the treatment of the subject, is a compensation for all the trouble it entails. Physics without costly apparatus is not necessarily physics without experiments.

The following is an illustration of a style of questioning in school work not altogether uncommon:

"In those days came John the Baptist preaching," etc. What times were they of which the text speaks? *Those days.* Ah, yes, those days, those days, *those days!* Well, what person is spoken of in those days? *John.* Ah, yes, John,—*John,* very true; remember that it was JOHN. Well, what John was this? *John the Baptist.* Yes, right,—*John the Baptist.*—JOHN THE BAPTIST,—you see that it was JOHN—THE-BAPTIST. Well,—next, What did John the Baptist do? *He came.* True, true, *he came,* you see. He wasn't there, and he came there; and did he do anything else? *Yes, he came preaching.* That's right,—*preaching, preaching, PREACHING.*

"Ma," said a discouraged little Maple avenue urchin, "I ain't going to school any more." "Why, dear?" tenderly inquired his mother. "'Cause 'tain't any use. I can never learn to spell. The teacher keeps changing the words on me all the time."

—Selected.

A Bit of Out-Door Science. II.

(The Mesozoic Age as seen at Snake Hill, N. J.)

By Prof. M. H. PADDOCK, Jersey City, N. J.

THE GENESIS.

The pupils were ardently attached to out-door science to begin with. But whenever this locality of Snake Hill was suggested, it was sure to receive, whether formally or informally, a large majority vote.

Just what was the cause of this interest may be a question. Perhaps it was the name. Snakes have always excited lively emotions in the human mind, from Eve's unfortunate experiences down.

It may be its lonely and peculiar situation, west of the city heights, a rocky wooded prominence, almost inaccessible amid the widely extended sea of marshy meadows. In the dusk of the evening it stands athwart the western horizon, dim and gloomy, a symbol of mystery to the fanciful mind. Or it may have been science that affected their minds to interest in that isolated, but not unpicturesque region.

When, however, they learned that carriages were to be provided by the munificence of the county freeholders, that they were to be the personal guests of the public-spirited freeholder (at the same time member of the board of education) who had arranged for them the day of pleasure, and that, in fact, a collation (!) was to be served, their social and appreciative enthusiasm was only exceeded by their scientific ardor.

Science and the social amenities were for the moment curiously intermingled and false-bedded, so to speak. "Ah," said they, "stratified strawberry shortcake!" "Aha! glaciated lemon and chocolate cream! Chicken salad conglomerate! Cracker dust lamellibranchia!" The acceptance of the class was quickly telephoned and the next day set for an out-door study of the Mesozoic Age as found at Snake Hill.

THE EXODUS.

The morning opened clear, and at early school time carriages to hold six, filled with merry occupants, were rolling rapidly up Newark avenue and onward up and over the Jersey City Heights. The excursionists remarked the beautiful morning, and they may have remarked the familiar geology of Waldo Ave. as they passed. From the brow of the hill looking eastward they caught a glimpse of three cities spread before them, with Bartholdi's tall statue of Liberty rearing her torch over New York bay.

Over the level plateau of the heights of about a mile in width they pass till they reach the western side of the long trap ridge that, extending southerly through Hudson county, gives to this section its peculiar physical geography, and furnishes elevated sites for city homes. At the west of the heights, in and about the Hackensack valley, the physical features are so marked that we may well make of them a special study.

Speeding along Nelson Ave. the class turn westward through the meadows, directly bound for Snake Hill. Fancy not that it is, however, to toil through mud and marsh. Extending from the foot of the ridge over the bosom of the marsh, is a finely macadamized road constructed by the deft hands of the county's *free boarders*. Straight as an arrow the county's road leads before them, overtopped on either side by a late quaternary flora of cat-tails and marsh-grass. Mud to the north of them, mud to the south of them, and mud underneath their road-bed!

The air is fairly pure and the morning bright. As good scientists our young friends have learned not to scorn mud. On our cross walks in the city,—the work of man,—it is despicable; but when nature spreads it in broad layers over the country it is geo-

logical. The magma whence come our crystals and gems may be honored as well as the gems that glitter.

AT THE HILL.

We now near the hill. Its outlines have defined themselves in rock, tree, and shrub. Its buildings have grown tall, their walls thick, and windows barred. Turning from the main road to the south, we are admitted to the grounds by the sentry at the command of the warden.

Our gala procession arrives upon a low-made terrace highly ornate with summer-house, and flowery plots of various forms, fronting the penitentiary and bordering the Hackensack. Alighting from their carriages, the visitors are introduced to, and welcomed by the courtly warden, Col. G.

Though willingly they would have tarried in these lovely bowers, the class proceeded, by invitation of the warden, to the quarry along the narrow ledge between the precipitous wall of the hill and the river. Here the county's free school of morals and behavior were engaged in a class exercise of breaking up and removing the igneous rock of which the hill is composed.

PREHISTORIC MAN.

The students of the high school gazed with awe upon these remnants of prehistoric man, the relics of a race and age which



QUARRYING ROCK AT SNAKE HILL, N. J.

without doubt is passing away and will soon become geological. It is the lawless predatory class, whose outcroppings among civilized genera may be regarded as the lapses to a primitive type when a savage race knew no law.

What is the secret of the charm of self-picturing? Pleased that their semblance was wanted, with the dark rocks of Pluto towering behind them, they ordered themselves, and smilingly contributed their similitude to enhance the interests of the day. This done, the visitors proceed to the mill where the iron jaws of the breakers grind up huge morsels of rock. Thence the students advance along the path between steep hill and river, deviously, with careful step, over rocks and under overhanging bushes, till they arrive at the southern side of the hill.

CRAG AND TAIL.

Here now features present themselves. What means this little patch of red sandstone strata lying against the southern side of the trap hill, with their dip to the west and their strike to the south? The strata are broken off quite abruptly at the east, and stand some forty feet above the marsh and extend but a few rods to the south, where they disappear under the marsh. The stratification of the sandstone is perfect, though near the trap the stone seems thoroughly baked and changed as if by heat.

EVIDENCES OF THE PAST.

These undisturbed strata are the evidence to us, that while the heavy ice-sheet that recently lay upon this country, as it moved

southward, was able to scrape away any fragments of sandstone that bordered the hill on the east and west, on the south, protected by the hill, the stratified rock was undisturbed. The baked condition of the stone against the trap shows that originally the igneous rock came through the sedimentary rock in a molten condition and furnished the heat which baked the sandstone. This last, the intrusion of the molten rock among the sandstone took place long before the glacial period, whose traces we shall also further allude to, and even long before the rivers had eroded their channels on either side of the hill. It was in the great middle period of geological history,—the Mesozoic Age. Southern New Jersey did not then exist, and much of the Atlantic sea-board and Mississippi valley has since been formed as dry-land.

A TITAN'S ARSENAL.

Close upon this remnant of sandstone strata, we see a heap of huge, sharp-edged boulders, covering quite an area. They are piled upon each other as if tossed there by some gigantic hand. The largest one we measure and find it to be 30 feet long, 22 feet wide, and 24 feet high, large enough for a house. We will put its weight at about 1500 tons. They look as if thrown there yesterday, but they are overgrown with trees. We cast our eye upward toward the peak of the hill, and observing its bare and splintery look we think we have the explanation.

Where to-day there are, in glacial regions, crags projecting out of the ice, huge boulders are piled off by frost and tumbled down upon the ice; and here, as the glacier was receding toward the north, growing less year by year, while yet the hill was embraced by the ice on the northern side, at the southern side, which projected, these huge blocks were wrenched off by the freezing of water in the crevices and were thrown down to their present place.

But we have already delayed as long as we may at this point. We place our camera for a few negatives, then make our way toward the east and north around the hill, now under steep heights, now through wooded groves. We come between Little and Greater Snake Hill, and finally traversing the northern side, arrive again, after a journey of about one and one-half miles, at our starting point. Here the pupils note the form and dimensions of the hill and speculate upon its origin. They observe the stratified sandstone at the north more crumpled, eroded, and distorted than that at the south. Their host describes to them the red sandstone underlying the marsh far to the north, and even across the river at the west, the astonishing depth of the river at 70 feet, and the bar at its mouth lower down.

The pupils remark the work of man as a geological agent in the blasting of the rock, the making of new land, the clearing of the hill, and the erection of structures. With geologic eye they compass the erosion of the broad valley to the west, with the twin Hackensack-Passaic flowing sluggishly along, lingering over its work of ages, probably the laggard successor of a remote and more energetic ancestor. Now the warden's hospitably claims their attention.

THE FEAST.

In the long dining-room, groaning under its weight, stood the heavy oaken table. And tempting were the viands. There were salmon from Oregon, beef from Montana, bread of wheat grown on the banks of the far northwestern Saskatchewan where the dark-skinned half-breed paddles his canoe, coffee from Java, strawberries from California, oranges from Florida, dates from Egypt, figs from Smyrna, near where the fleet-footed son of Peleus chased the divine Hector vanquished in the strife about the walls of Troy. And constantly the board groaned with its weight.

THE SUMMIT.

When refreshed the party prepared to ascend the hill. Up the steps on the northern side which after the manner of glaciated hills was more sloping than the other sides, they make their way over red sandstone strata. Now rambling, hither, thither, they clamber over projecting crags of trap rock till they reach the summit. Brief is their tour, for already the gathering elements threaten a copious downpour.

From the four corners of the summit, in succession reached, broad vistas extend of valleys, with smoothly flowing rivers, and distant hills dotted with factories, and girded with railroads and telegraphs, the necessary accompaniments of manufacture and traffic near large cities.

Above the quarries looking down, the convicts appear reduced to pigmies.

THE ICE AGE.

Here, on top of the trap where the earth has been recently removed, the class find the tell-tale scratches and grooves which indicate that at one time the glacier over-topped the hill and scratched its upper surface as it passed. At another place they find a huge white quartzite boulder which could only have been perched upon the hill by the ice, brought from some distant crag at the north. A thin layer of drift lay over the summit through which in places the trap projected. In places the top is quite heavily wooded.

ORIGIN OF THE HILL.

On their ramble the party, as might be expected, looked for

snakes under every thickly growing bush, and in every wooded grove and narrow path; fortunately without success. Though Little Snake Hill is still thickly populated. "Are we to suppose," queries one, "that these reptiles of Snake Hill date from the reptilian age of the Mesozoic?" "Oh, no! even if the question were seriously asked, there was no hill here in that age." The molten rock came up through sandstone strata and being in a fluid condition must have been supported by rock on all sides till it solidified. It may even have overflowed the country. Since then the hill has been formed by the rivers, in the long ages intervening, washing away the softer rock from around the trap. The snake himself is a comparatively modern animal. The name Snake was probably given to the hill by the Atchinschack Indians who inhabited this region, and left their name to the Hackensack valley.

We are now on the northern slope again at the eastern side. Before us lies a charming prospect, the remainder of the Hackensack valley, a counterpart of that portion at the west, with the thickly populated heights of Jersey City for a background. To the immediate east nestling under the shadow of the larger hill, Little Snake Hill, greenly wooded, and not easily accessible, rivals her greater sister in form and features, but not in size. The heavy glacier of the Ice Age must have broken these two singular prominences apart.

And now the hour grows late. The closed carriages are at the door. Amid a pouring rain the visitors retake their seats. With cordial farewells to the friends whom they have met, they drive down the hill.

The Salutation of the Flag.

By COL. GEO. T. BALCH, New York City.

I have been asked to explain how the national flag came to be saluted every morning in the schools of the Children's Aid Society of the City of New York, the purpose the originator of the act had in view, and the effect of this exercise upon the pupils. To do this satisfactorily would occupy more space than has been allotted me; a few words must therefore suffice.

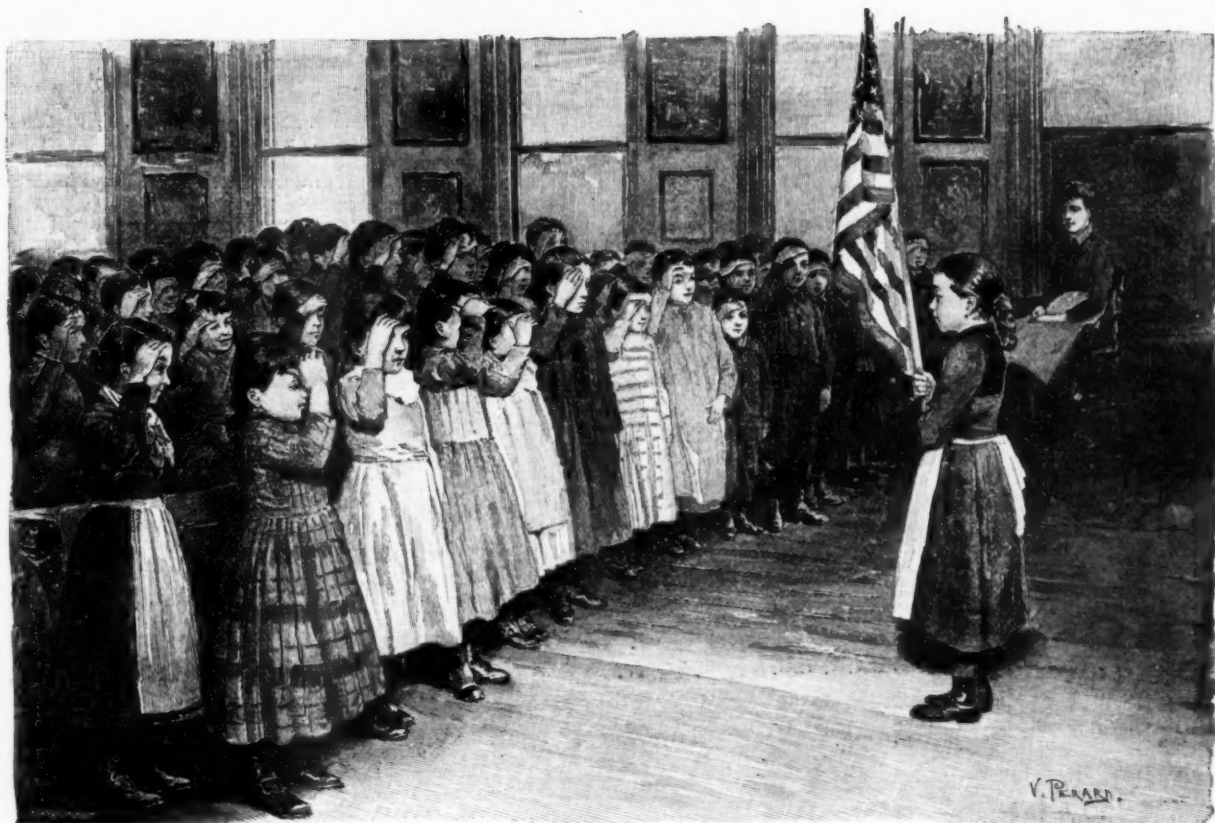
Any one who will endeavor to trace the history of patriotic education in the United States, will be surprised to find that it is only within a few years that this phase of education has received any attention whatever. No allusion to it is made in any of the reports of the superintendents of public education previous to 1888, and in the eighteen volumes of the Proceedings of the National Educational Association published up to 1889, we find that among the essays and discussions, written and oral, which up to that time had marked its annual reunions since 1871, giving the views of its members on all that was the most advanced or most popular in teaching, views which may justly be taken as a fair reflexion of what was uppermost in the minds of the members, and to which, as a consequence, public attention was most frequently directed, there will not be found in the whole 7400 closely printed pages, patriotic education in any of its forms treated as a topic *per se*, and but six essays out of some five hundred and twenty-six, having an indirect bearing on this vital question.

HOW IT CAME ABOUT.

In 1887 and 1888, as a result of more than a year's study of the "tenement house system" of this city, my attention was turned to the subject of public education. While investigating some aspects of this subject my mind was unexpectedly directed to that form of education for American citizenship, which refers more particularly to the various relations of the child to the town, the state, and the nation. It was about this time that I made the acquaintance of that great philanthropist, Charles Loring Brace, and became deeply interested in the labors of the Children's Aid Society, which has had for its object, during the thirty-nine years of its existence, the amelioration of the condition of the children of the lower classes of New York city. It is only necessary here to refer to that portion of its duties which relate to its day schools.

In these schools tens of thousands of the children of the *very poor* of nearly every race on the face of the earth and of every color, children unable from extreme poverty, from speaking a foreign language, irregular hours or other reasons, to attend the public schools, have been taught what it means to be clean, orderly, respectful and obedient to authority, industrious, truthful, honest, and pure.

They have been well instructed in the simplest elements of an English education, and have gone out better equipped for the struggles of life than they would have been without the mental, moral, and physical training afforded by these schools. From the philanthropic side, these schools have accomplished even more than their wise progenitor had dared to hope for—but these children were to be *citizens*. A body of vagabonds, ignorant and ungoverned children, forms a dangerous class which would make itself felt as men, by those who were too selfish or negligent to notice it as children. "Let society beware," Mr Brace wrote in his first report, "when the outcast, vicious, reckless multitude of New York boys swarming now in every foul alley and low street come to know their power and use it."



SALUTING THE FLAG. BY PERMISSION OF SCRIBNER'S MAGAZINE. Copyright, 1892.

**"We give Our Heads! and Our Hearts! to Our Country!
One Country! One Language! One Flag!"**

THE PLAN MATURED.

At an interview with Mr. Brace early in 1889 the plan of introducing into the schools some exercises to be subsequently settled upon, which should interest the children, particularly in their civil relations to the country of their birth or adoption, was discussed, and met with his hearty approbation. It seemed that right here, in these schools, among those who would appear to need it the most was the place to try the experiment. Moved thereto by a desire to become thoroughly familiar with the working of the general system of instruction and discipline in vogue in the schools, and of ascertaining from personal observation how far the experience of the teachers with children of alien birth or foreign parentage, had indicated the need of special attention to patriotic education, in January, 1889, a careful examination of each of the twenty-one day schools of the society was undertaken by me, a task which occupied some two months. This embraced the relations existing between the teachers and the parents, and finally what steps had been taken or what special exercises were observed to awaken and stimulate a spirit of patriotism among the scholars, and if in use how far they had been successful.

TEACHERS WELCOME THE MOVEMENT.

Among the teachers, in all these schools, but especially among the principals, there was found a keen appreciation of the imperative necessity of developing and encouraging a distinctively American ideal, of how important it was that the child should understand just what the school was for and why the children attended it, that they should know something about the country, their place in it and their future duties as American citizens. But just how best to bring this all about was the question which not a single teacher was prepared to answer. Many of the children could speak no English; a large number spoke a foreign language when at home; the parents represented twenty-three nationalities, they were mostly ignorant and leading a life of great toil, and were quite incapable of helping the children, in their quest for this kind of knowledge. Manifestly the only place that these boys and girls could ever reasonably expect to learn about this country, its institutions, the symbols of its power and greatness, of what it had done and was doing for them, was the *school*.

Firmly believing that "whatever we wish to see introduced in the life of a nation, must first be introduced in the life of its schools," what could be more important for these children than to understand their personal relation to the country of their birth or adoption, the privileges which were theirs to enjoy and the love of country which would be developed as they gradually came to

be made familiar with its history and the many radical differences between its institutions and political principles and those of all other nations? Any plan which would succeed with these children could surely succeed under any other conditions.

Such a plan has been formulated, and one of its elementary steps consists in the salutation of the national flag, by the scholars of every one of the twenty-one schools at the daily morning exercise, a picture of the first movement of which heads this article.

THE PLAN EXPLAINED TO THE CHILDREN.

In May and June, 1891, these schools were all visited and addressed on the subject of "*Why* children in the public schools should salute the Nation's flag and *how* they should salute it." In connection with the address, the pupils were exercised in the necessary movements and in the words. The address and the drill were adapted in language and form of expression (as near as it is possible for age to adapt itself to youth) to the measure of the comprehension of the children; that they enjoyed it was evident from their great interest and their enthusiasm. At that time the only words used were, "We give our *heads!* and our *hearts!* to our *country!*" Observing, however, that the Italian and German flags were used in a few of the schools, and appreciating how important were *first impressions*, that it was an *American citizen* we were endeavoring to mould and shape, and a citizen of *no other nation*, in October of 1891, the words *one country!* *one language!* *one flag!* were added.

THE PUPILS VOTE FOR IT.

The introduction of the salute proved so successful, that it was decided to take yet another step in training these children in American ways. A state election was to take place on November 3 in which the children of the city, like their parents were deeply interested; what better time than this to let them exercise the privilege of the ballot and be taught its meaning? Accordingly in October another round of visits was made and another series of addresses given to teach the children the addition to the salute and to explain the object of the election. They knew what the salute was, they understood its purport, and it was proposed to leave it to them to decide whether they would continue to salute the flag every morning until the next annual election. The preparation of the necessary papers was an onerous task, but it was completed in time, and on November 2 the "*First Patriotic Election*" took place at 1 P. M., simultaneously in the twenty-one schools of the society.

Out of 5,138 children and teachers enrolled on that day, 4,306, or 82 per cent., voted. Of these 44 voted against the proposition

and 4,262, or 98.9 per cent., in favor of it. Thus with one voice these children decided this question, and since that day in every school, at its opening in the morning, the scholars salute the flag.

The second Patriotic Election will take place November 7, 1892, when a new set of children will go through the same experience.

The words of the salute as now used are:

*We give Our Heads! and Our Hearts! to Our Country!
One Country! One Language! One Flag!*

THE DRILL.

The manner of executing it is as follows:

The pupils having been assembled and being seated, and the flag borne by the standard bearer being in front of school, at the signal (either by a chord struck on the piano, or in the absence of a piano, from a bell), each scholar seizes the seat preparatory to rising.

2nd Signal. The whole school rises quickly, *as one person*, each one standing erect and alert.

3rd Signal. The right arm is extended, pointing directly at the flag; as the flag-bearer should be on the platform where all can see the colors, the extended arm will be slightly raised above a horizontal line.

4th Signal. The forearm is bent so as to touch the forehead lightly with the tip of the fingers of the right hand. The motion should be quick, but graceful, the elbow being kept down and not allowed to "stick out" to the right. As the fingers touch the forehead, each pupil will exclaim in a clear voice, "We give our heads"—emphasizing the word "heads."

5th Signal. The right hand is carried quickly to the left side and placed flat over the heart, with the words: "and our hearts!" uttered after the movement has been made.

6th Signal. The right hand is allowed to fall quickly, but easily to the right side: as soon as the motion is accomplished, all will say, "to our country!"

7th Signal. Each scholar still standing erect, but without moving, will exclaim: "One country!" (emphasis on country.)

8th Signal. The scholar still standing motionless, will exclaim: "One language!" (emphasis on language.)

9th Signal. The right arm is suddenly extended to its full length, the hand pointing to the flag, the body inclining slightly forward, supported by the right foot slightly advanced, the attitude should be that of intense earnestness; the pupil reaches as it were, toward the flag, at the same time exclaiming with great force—*One flag!*

10th Signal. The right arm is dropped to the side and the position of attention recovered.

11th Signal. Each scholar seizes the seat preparatory to turning it down.

12th Signal. The school is seated.

Flag-bearer. The color-bearer grasps the staff at the lower end with his right hand, and a foot or more (according to the length of the staff) above the end of the staff with his left hand. The staff is held directly in front of the middle of the body, slightly inclined forward from the perpendicular. At the *fourth signal*, the flag will be dipped, returning the salute; this is done by lowering the left hand until the staff is nearly horizontal, keeping it in that position until the *10th signal*, when it will be restored to its first or nearly vertical position.

EDUCATIONAL VALUE OF THE SALUTE.

What the effect of this salute upon the pupils has been can be best judged by the teachers, or by those who visit these schools for the first time, and compare the spirit and the atmosphere with those of other schools of the same class or grade with which they are familiar.

The educational value of the method depends very largely upon the teacher. Children, even the most insubordinate, respond to kindness and sympathy. If they can be made to understand that by this act they offer to their country their love, their gratitude, and their devotion, then indeed will the end in view be accomplished. If day by day, through the instruction imparted, the child appreciates more and more what it means to be the citizen of a nation, "conceived in liberty and dedicated to the proposition that all men are created equal," then surely will this act become the precursor of noble aims and high endeavors.

God grant that may be so, and that every child as it salutes the flag will do it "with its whole soul."

The Jack-knife in Education.

SECOND YEAR WORK.

(Given in New York College for Training of Teachers. Length of lesson, 45 minutes; age of children, 11-12, both boys and girls. Reported by E. D. K.)

A room fitted up with long tables. Class consisted of about a dozen children. They enter and gather familiarly about the teacher who holds in his hand an octagonal wood prism about eight inches long. The class had previously fashioned a square prism, and from that had made the octagonal piece (Figs. 1 and 2). The next step was to lay out the work to make the spiral from the octagonal.

Mr. N., the teacher, held a completed spiral before the class.

What would you call this?

"A curl."

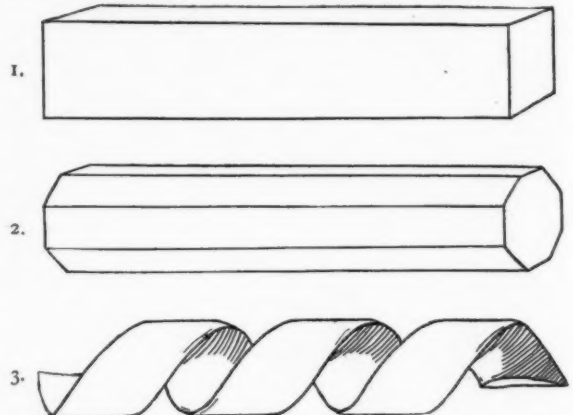
"A bit."

Yes; it is very much like a bit, said Mr. N., but we will call it a spiral or helix (showing its winding shape). I want you to notice that this rises regularly by revolutions (indicating curl with a pencil) and each revolution occupies the same space (pointing to both lines of the "curl.") It must be laid out regularly (measures the cut, finding it three quarters of an inch, and the solid an inch and a quarter). If this stick were round (showing the octagonal) we could not measure it so easily, but it is not difficult to measure this accurately. We go round this prism by equal distances and up, or lengthwise, by equal distances, also. Take a lead pencil, the rule, and the octagonal prism. Hold one end of the rule even with one end of the stick. On one corner make a point a quarter of an inch from the end, and mark with a pencil.

Rock the octagonal over one face; make a point a half inch from the end.

"Now Mr. N.," said a bright little fellow with dancing eyes, who was eager to begin, "don't you just go round and round and keep doing that?"

With a quieting gesture to the young man, Mr. N. continued: Rock it over another face and measure three quarters of an inch from the end. Now if we turn it over another face, what will the next measurement be? The next? The next? Always be careful



to measure from the end each time, and not from the last point, so that one error will not make another.

"Can we go ahead now, Mr. N.?" "I know," burst from another boy who looked as if the end of his patience was in plain sight.

Yes; and be careful of your measurements.

(The class turned and set to work standing at the long table, entirely unconscious of how or where they stood, or that they were in graceful, because easy, and earnest attitudes. The girls passed to another table, true to the inherited instinct to keep to themselves, and everybody went to work, with a zest that was refreshing. What a picture they made, changing to comfortable positions as they liked, wholly intent on their work!

Why do not classes in geography and spelling take hold of their work with that eager impatience, and why are these children so completely absorbed in this as to make all discipline unnecessary? Why doesn't that fun-loving boy with the sailor collar lean over and bother the puzzled-looking neighbor next to him, "just for a little fun"? Why is mischief banished from the room, compelled to wait outside till this lesson is over? While Mr. N. passed around among the class, quietly directing here and encouraging there, was a good time to watch the girls.

Anything unwomanly in their attitudes as they deftly went to work with measure and knife? Were they being educated out of their sphere? Will this lead to voting and all unmaidenliness? This girl's work is half-concealed by her wealth of black curls; that pair of delicate hands have pretty embroidery about the wrists; are these out of place? If she keeps on in this nineteenth century heresy of using a jack-knife with the boys, will she cut off her hair by and by and stop wearing the pretty sleeves and that delicate turquoise ring? Will she lose that shy, modest air, with which she answers, "Very much indeed" when asked how she likes this work? Here comes Mr. N. "Do the girls do as well as the boys?" is asked. "Yes, better; they are more painstaking," is the quick reply, accompanied by a smile, that conceded the error of all the past generations on the "inequality" question.)

Now take a pencil and connect these points you have made with short, straight lines, said Mr. N. as the class began to reach the end of measuring. This octagonal has eight sides and the last measurement if it is correct will be one-quarter of an inch from the end.

Now, find out the first point you made, in laying out the first line. Measure up that same edge one and one-quarter inches from this point; rock the piece as before, making points the same distance apart from the first as in laying out the first lines; when these points are made connect them by short, straight lines as before.

(The class will not get much time for cutting in this lesson, but as each is working independently, here is a boy with his lines all laid out. And we hear Mr. N. saying to him:) Now take the wood and hold the knife in the direction of the curve, and cut a small notch between the two lines. Follow this notch round the stick with your knife; now begin at the beginning, holding the knife firmly always in the same position, and cut this notch deeper, three-eighths of an inch. Cut this notch to the lines laid out till it is three-quarters of an inch wide; cut on the right hand spiral to cut with the grain of the wood.

(When this young man completes that spiral, it will no doubt look very much like Fig. 3.)

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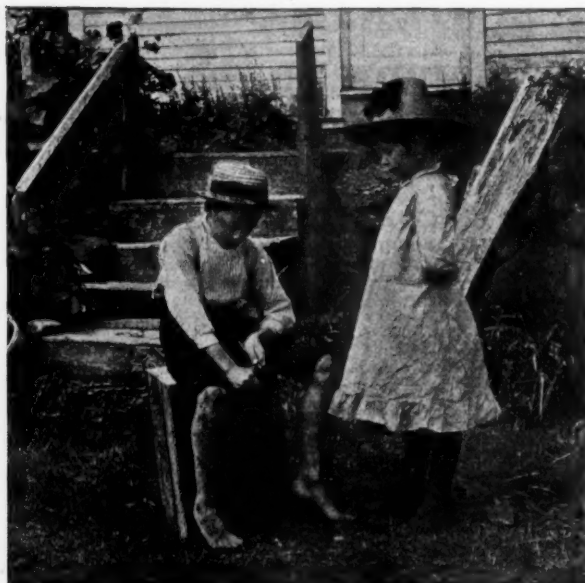
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Supplementary.



Trying a New Jack-knife.

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"Oh, Tommy what are you making?
And where did you get that knife?
I never saw one just like it,
Not so pretty in all my life."

"Uncle James brought it, my birthday,
Last week from over the sea;
A mast for my yacht I'm making,
A beauty *that* boat will be."

"T'will be fun to watch it sailing—
"Where's the boat?" "Why, *that's* not done;
I cannot in just a minute
Do *everything* under the sun."

"Well, I *know* it will be pretty
I wish I could whittle, *too!*"
"Oh, *girls* could not learn to whittle,
They'd be *cutting their fingers*, too."

"But, Molly, if you will help me
Bring the wood and do the chores,
When I have *time*, I'll make a crib
For that baby doll of yours."

Japanese Umbrella Drill.

An *even* number of girls may take part in this exercise. The umbrellas should be as nearly of a size as possible, but a variety of colors is no objection.

Girls enter, two by two, marching to lively music, executing fancy figures if desired. At the end of march, they stand in a row, and the teacher gives the first command.

Carry arms! Hold umbrella vertically in right hand, handle upward.

Crescent arms! Grasp umbrella, handle upward, with both hands, bring in front of center of body, with end of handle in front of face.

Carry arms. (Same as first command.)

Order arms! Grasp handle with right hand, let go with left, lower umbrella to floor.

Carry arms!

Charge! Place left foot slightly in advance of right, leaning slightly forward. Raise umbrella with right hand, then grasp with left. Keep elbow against body, and keep handle of umbrella on level with shoulder.

Carry arms!

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Port arms! Hold umbrella diagonally across body. Left hand above right, handle resting against left shoulder.

Secure arms! Advance umbrella a little, grasping with left hand, then with right, turn the handle downward, and rest the top of umbrella under right arm. Drop left arm.

Carry arms!

Load. Left foot slightly forward, knee bent. Hold umbrella with left hand, turning handle downward, top of umbrella under right arm. Place right hand a few inches below top of umbrella, then grasp handle again.

Ready. Raise handle to level of chin.

Aim. Hold umbrella with both hands, supporting end of handle against right shoulder. Rest head upon handle, and close left eye.

Fire! Slip left hand down stick and open umbrella instantly.

(The aiming and firing may be repeated kneeling if desired.)

Carry arms!

Inspection arms! Toss umbrella with right hand upward, opposite center of body. Grasp with left hand. Hold in front of eyes.

Carry arms and march off stage.

A Complaint.

(A boy's recitation. Friday afternoon.)

I think it really mean—don't you?—
To leave us nothing at all to do!
In a world all made to order so
A modern boy has no earthly show.
Columbus sailed across the sea,
Which might have been done by you or me.
And now they call him great and wise,
They praise his genius and enterprise,
Although when he found our native land,
He took it for India's coral strand!

There's Newton, too, saw an apple fall
Down from the branch, and that was all—
Yet they talk of his great imagination
And say he discovered gravitation.
Goodness me!—why, I could have told

Him all about it; at ten years old
I knew why things fell, and I studied the rule
For "falling bodies," in grammar school!

There's noble George, who wouldn't lie—
Perhaps he couldn't. He didn't try.
But if I should cut down a cherry-tree,
My father would only laugh at me.

Benjamin Franklin—what did *he* do?
Flew a big kite; on Sunday, too,
Standing out in a heavy shower
Getting soaked for half an hour,
Fishing for lightning with a string
To see if he couldn't bottle the thing.
Suppose I should fly my kite in the rain?
People would say that I wasn't sane.
Why should there such a difference be
Between Ben Franklin, Esq., and me?

Then there's Napoleon First, of France,—
Suppose that we had had his chance.
No doubt we'd have been Emperors, too;
But we'd have conquered at Waterloo.
I wouldn't have had old Grouchy make
Such a stupid and grave mistake;
I should have sent him the proper way
To arrive in time to save the day!

Still, what makes me feel the worst
Is Adam's renown for being first.
That was easy enough, you know;
It was just a thing that happened so,
And my sister says, "if it had been *me*,
I wouldn't have touched the apple-tree."
That's so. If she sees a snake to-day
She gives a scream and she scoots away.

To write such things as Shakespeare's plays,
Was not so hard in Queen Bess's days.
But now, when everything has been done
I cannot think of a single one
To bring a boy to wealth and fame.
It's a regular, downright, burning shame!

—St. Nicholas.

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Some Tab-leaux.

THE GYPSY'S WARNING.

A gypsy's tent may be made of poles, the tops meeting at a right angle and being tied. The frame should be covered with dark cloth. Several girls, dressed as gypsies, are grouped around, one in the tent door, and several sitting on the ground, making lace. A large iron pot is suspended over the fire. The fire may be simulated by placing lighted candles between the logs. Just before the curtain rises, a very hot flat-iron may be put in the pot, and water poured over it to make steam. An old woman is stirring the contents of the pot. Another old woman is engaged in telling the fortunes of a pretty girl who is visiting the camp. The gypsy holds her hand, and is looking earnestly in it. A voice behind the curtain sings a few lines from "The Gypsy's Warning": "Do not trust him, gentle lady," etc.

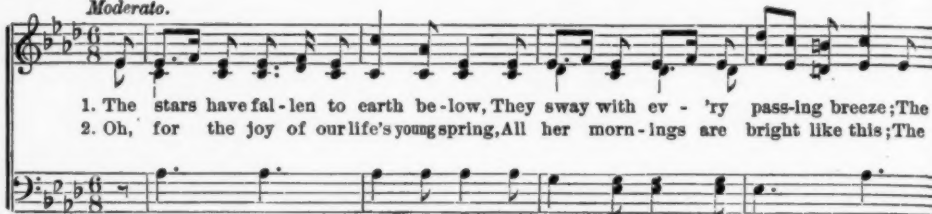
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BUTTERCUP SONG.

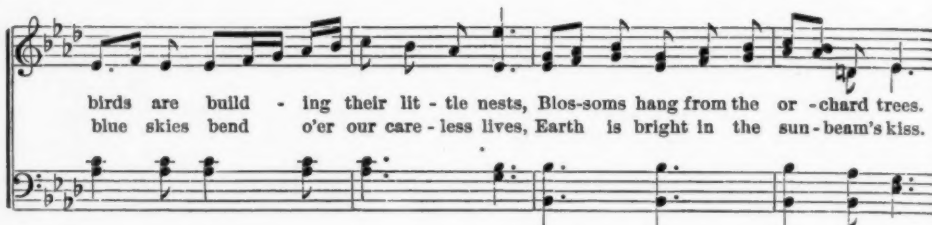
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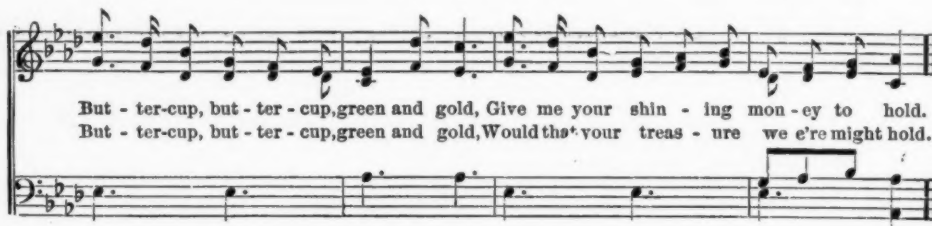
Moderato.



1. The stars have fal-len to earth be-low, They sway with ev-'ry pass-ing breeze; The
2. Oh, for the joy of our life's young spring, All her morn-ings are bright like this; The



birds are build-ing their lit-tle nests, Bloss-oms hang from the or-chard trees.
blue skies bend o'er our care-less lives, Earth is bright in the sun-beam's kiss.



But-ter-cup, but-ter-cup, green and gold, Give me your shin-ing mon-ey to hold.
But-ter-cup, but-ter-cup, green and gold, Would thine your treas-ure we e're might hold.

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If any large plants in pots can be arranged on the stage to give the appearance of a wood, so much the better. The gypsy's dress can be made of almost any combination of red and black. The hair should be loose, and large gold earrings worn or tied on the ears.

PLEIADES CROWNING THE NIGHT.

(Tableau for seven girls.)

This tableau is easily arranged, and may be made very effective, especially if red chemical light is thrown on it. The stage should be covered with sheets to make it entirely white. The six girls who represent the Pleiades should dress in white, with hair hanging loosely on their shoulders. Night should be dressed in black, covered with gilt (paper) stars. She should stand upon a box, covered with black, to make her a little higher than the others. The six Pleiades hold a gilt crown over her head, and slowly lower it till it rests on her head.

JOHN ALDEN AND PRISCILLA.

Priscilla should dress in a plain, dark dress with white 'kerchief and cuffs, and hair smoothly combed. John Alden's costume may be easily made from a pair of knickerbocker trousers, long black stockings, low shoes with buckles, belted blouse, and a wide felt hat. Priscilla sits before her spinning wheel. John Alden holds his hat in his hand and looks on the ground. Priscilla should wear a roguish expression, as if just saying, "Why don't you speak for yourself, John?" This part of the poem might be read during the tableau.

A CHOIR IN YE OLDEN TIME.

Any number of boys and girls, dressed in quaint fashion, stand in a row, holding open hymn books. The leader stands in front of them, tuning fork in hand. All have their mouths wide open, as if singing, and they wear a very rapt expression.

STATUARY.

The teacher who is puzzled about a school entertainment will find that statuary is quite easily arranged, and it will repay her for the trouble taken. Anything classic is particularly effective. A book on ancient history or mythology will give an idea how to drape the figures. Cheese cloth makes the best drapery. It should be dampened and stretched lengthwise, then it will hang gracefully. Sheets may be used with very good effect.

Sandals may be made of white pasteboard and fastened with braid. The hair, hands, and face should be powdered with corn starch or flour.

"The Mother of the Gracchi," makes a pretty group. A large

girl dressed as a Roman matron, should represent Cornelia, and two boys of about eight and ten, the Gracchi. She should have a hand on a shoulder of each, and turn proudly to the audience.

Any of Roger's groups may be copied, as "The Favored Pupil," "Is it so Nominated in the Bond?" "Going to the Minister's" etc. Many other subjects will doubtless suggest themselves to the teacher.

A Graduating Essay.

Dear Friends! My essay is to-night

On woman's Future Sphere—
(I wonder how I look in white;
My sash feels rather queer).

Of late years only woman threw
Her shackles off and rose—
(Oh, dear! I never had a shoe
So pinch and hurt my toes).

No longer slave to selfish man,
She will new heights explore—
(Suppose they recognize my fan
I borrowed from next door).

Her brain, once dulled, is active now;
Her tongue, once stilled, can speak—
(Before the glass I learned my bow;
It took me just one week).

Armed with her knowledge and its strength
She will the world o'ercome—
(My gloves have quite a stylish length,
One's bursted on the thumb).

Man will, yea, must acknowledge that
We women lead in all—
(I'm thinking if a bigger hat
Will be the thing next fall).

Dear Friends, adieu! Our future sphere
I know will be immense—
(Just look at my bouquets—I fear
Pa'll growl at the expense).

—H. C. Dodge, in *Goodall's Sun*.

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Reading Books, based on the Thought Method, exemplified in the work of the Chelsea schools, so widely visited and quoted. You should know these books, four in number, before settling your plans for reading classes the coming year,—as also the favorite Holmes' New Readers and the Lippincott Popular Readers.

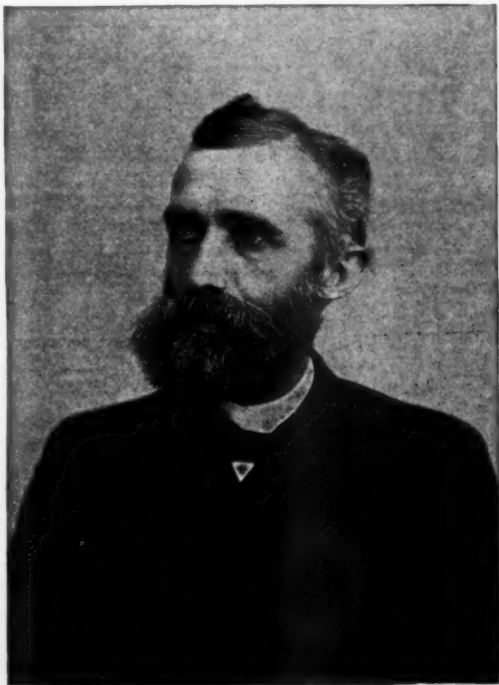
For your Geography classes, you cannot have a more attractive, helpful or trusty guide than the popular Maury, whose new editions of 1892, carefully kept in touch with present geographical and scientific facts, please old friends and invite new ones. There is the two-book course, and the Physical.

For Number study, Venable's New Arithmetics, and Sanford's Analytical Arithmetics invite your consideration; for word reference at school desk or home table, the Clarendon Dictionary offers itself; for Latin study, Gildersleeve; for German or Spanish, Knoflach, etc., etc., etc.

Correspondence cordially invited.

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EBEN H. DAVIS, A.M.,
Supt. Schools, Chelsea, Mass.

Correspondence.

Will you please tell me how large a body of water the Salton Sea is, and its position from the sea or some other important place?
Woodstock, Ill. H. Y.

It is better to call this body of water Salton Lake. Follow, on your atlas, the line of the Southern Pacific railroad from Yuma, seventy miles nearly northwest, towards Los Angeles. At that point the south end of the lake is due west of the railroad and nearly fourteen miles from it. The lake stretches away almost northwest and nearly parallel with the railroad for about twenty-five miles, or a little beyond the railroad station of Dos Palmas, its waters approaching that station within a few miles owing to the widening of the lake at its north end. Its present area is less than 200 square miles. The volume of water diverted from the Colorado through the New River into Salton Lake has been recently reported to be increasing, though in October last the surface of the lake was three inches lower than the maximum height attained. This shrinkage was due wholly to evaporation. At last accounts, the volume received from the Colorado appeared nearly to balance the evaporation. It may be years yet before another period of very high water in the Colorado will considerably raise the level of the lake. The rate of evaporation in that superheated region is enormous, and the lake would soon disappear if the water receipts from the Colorado were considerably diminished. C. A. A.

Why is the northern boundary of Delaware an arc of a circle?

When William Penn lived in London he was able, by applying one eye to an orifice he had carefully arranged, to survey all callers, and they were admitted or not according to the impression they made.

It was this same shrewd, foxy, practical Friend William who was responsible for the remarkable northern boundary of Delaware. Without entering into the history of the boundary dispute between Lord Baltimore, the Duke of York, and William Penn, it is enough to say here that Penn finally secured as a part of Pennsylvania, the disputed territory west of the Delaware river for twelve miles around Fort Casimer, where New Castle now stands, and thence south to the sea; that this region was governed for

years as a part of Pennsylvania; and that when "the three lower counties on the Delaware," as Penn called them, were permitted to secede and set up in business as a colony on their own account, the twelve mile limit from New Castle was adopted, by agreement, as the boundary between Pennsylvania and Delaware; and to this day the arc described by a twelve mile radius with New Castle as a center, from the Delaware river on the north to Maryland on the west, divides Pennsylvania from Delaware.

C. A. A.

Would you please tell me what obligations are necessary to be a contributor to your paper?
Ill. M. E.

1. Have something to say. 2. Say it in as few words as possible. Don't begin with either essay or preachment, but strike at once into your subject. 4. Use ink, and ordinary paper such as you would in writing a letter. 5. Number your pages. 6. Don't roll your manuscript or forget to send stamps for return of manuscript, if not accepted. 7. Take special care in writing proper names; better print them. Of course you understand that you are not to write on both sides of the paper.

I am teaching in a country district. The scholars quarrel on the way to and from school. It is impossible for me to determine who is to blame or to get the truth in the matter as the "two stories" never agree. Would I be justifiable in punishing both when perhaps only one is in the wrong, or should I punish either? I do not allow quarreling on the school grounds. How far does my authority extend outside?
Iowa. HAWKEYE.

This is the oft-repeated question over again. The best advice at command is to work up the spirit of "getting along" together as much as possible during school hours, and leave the seed to give as good a harvest as possible "on the way to and from school." It is always a puzzling question as to how much authority the teacher has over children outside of school grounds. Better not do any punishing for offences committed outside your personal supervision. Do not listen to too many complaints about the outside quarreling, or you will find that the extent of it will take you into differences existing between parents.

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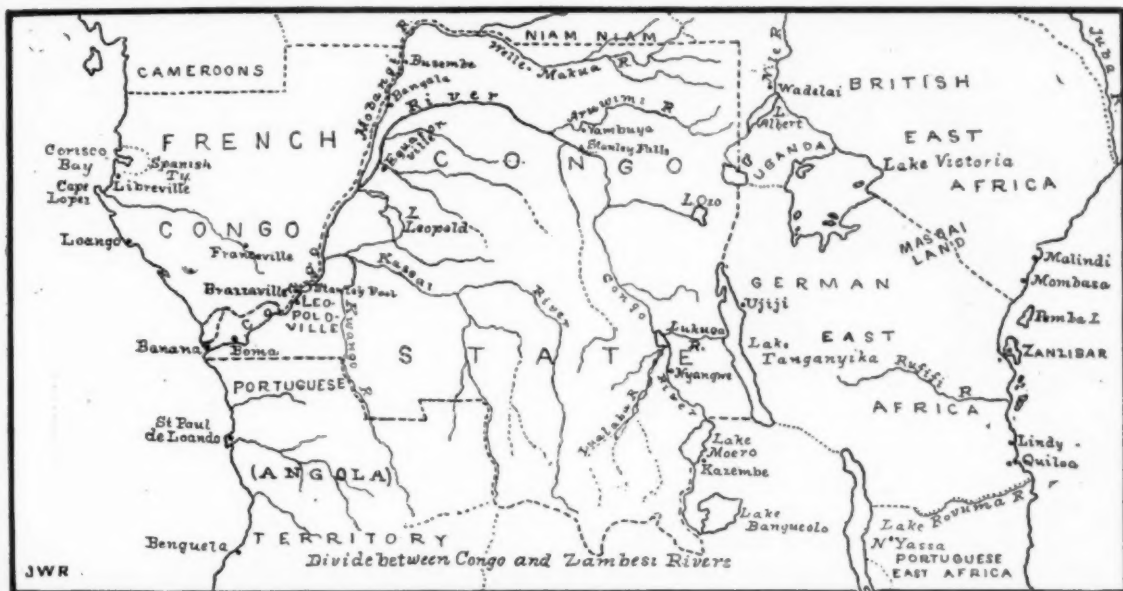
What are the boundaries of the Congo Free State?
Wis.

J. C.

The following, corrected to November, 1891, shows the boundary of the Congo Free State. There has been a slight change in the boundary along the southwestern part. The boundaries here given are those authorized by the Congo Conference, and therefore represent the latest information on the subject. Estab-

2. Who is President Harrison's secretary of state?
3. Who is our minister to England and under whose administration was Mr. J. R. Lowell minister to England?

1. John M. Schofield, Oliver O. Howard, Nelson A. Miles. Gen. Schofield is commander-in-chief. Gen. Howard has the division of the Atlantic and Gen. Miles the division of the Missouri.
2. The secretary of state, Hon. J. G. Blaine, has recently resigned.



lished boundaries are designated thus - - - - -; provisional lines thus Many of the latter are subject to an early revision.
J. W. REDWAY.

1. Who are the major-generals of the U. S. Regular Army and what rank and division does each hold?

3. Robert Lincoln is our minister to England, J. R. Lowell was minister under Hayes' administration.

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The Educational Field.



Herbert Spencer.

Mr. Spencer was born in England, 1820. His father and grandfather were teachers. Owing to delicate health, he was not kept at school, but his studies were overlooked by his father, who left him much to himself. At thirteen, he studied with Rev. Thomas Spencer, a liberal clergyman and cultured scholar, with whom he remained three years. The early bent of his mind was strongly toward experimental inquiry. He was devoted to mathematics and chemical operations, and began work in 1837 as a civil engineer. He was then engaged for several years on railroads, but gave his spare time to inventions and scientific experiments. His first writing was for the *Civil Engineer's Journal*, followed by a series of letters on the *Proper Sphere of Government*. His first book, *Social Statics*, was a treatise on social science, founded upon the evolution of society through the operation of natural laws, and his popular series of essays, published from 1850 to 1860 are devoted to the principle of evolution.

In 1855, Mr. Spencer published the *Principles of Psychology*, in which he applied the doctrine of evolution to the science of mind. From this date till 1872, when he issued *The Study of Sociology* he was engaged in drawing up the prospectus of a *System of Philosophy*, involving the full working out of the law of evolution, and its application to life, mind, society, and ethics.

In 1878, Mr. Spencer's book on *Education, Intellectual, Moral and Physical*, appeared. The views in this book are believed, by many to shadow forth the education of the future. It has been sharply criticised by those who have been antagonized by the tone of authority and sarcasm which the author has assumed. He discusses in this work the "relative value of knowledges" which previously had not met with much attention, and considers the test of such values to be the influence of knowledges on action. He believes the science of education is yet to be developed, and that "before educational methods can be made to harmonize in character and arrangement with the faculties in the mode and order of unfolding, it is first needful that we ascertain with some completeness how the faculties do unfold." To sum up this book which has caused a vast amount of discussion, it is safe to say that Mr. Spencer differs widely from the great body of teachers who are at present shaping educational thought. But he has given material for investigation in this book which will continue to provoke discussion for years to come. Perhaps no book in the English language has ever caused more discussion or threatened a greater revolution of thought on educational matters.

Editorial Correspondence.

"We always have a good meeting when we come to Saratoga," is the remark sure to be heard when the fact of the National Convention of Teachers for 1892 is referred to. Saratoga is the model town for conventions; "it is all hotel and the rest boarding-house," as Bill Nye just remarked to me.

The local committee have been very busy for the past month. Many applications have come for boarding places, and the present appearances point to a large meeting. Several states have selected their headquarters.

New York	will be at	Congress Hall.
Massachusetts	"	"
Iowa,	"	Holden Hotel.
Kansas,	"	Broadway Hotel.
Michigan,	"	Norden "
Missouri,	"	Adelphi "

Nebraska	will be at	Balch Hotel.
Canada,	"	Kenmore "
Ohio,	"	Clarendon "

I notice that I have put Canada down as one of the states; this is true socially if not politically.

The plans proposed for registering the members and locating them appear to be excellent. The hall of Congress hotel is taken for this purpose. The entire body of teachers in Saratoga have volunteered their services as clerks. This is close to general headquarters, which will be in Congress Hall. I have before referred to the fact that Col. Clement, proprietor of Congress Hall, takes more than a hotel man's interest in these meetings. No hotel is so well situated to be headquarters; close to place of registration; to Congress Spring; fine parlors, very roomy; and a capital hotel.

"Convention Hall" is the name of a new structure in process of erection almost purposely for the National Association; at all events, it would not have been erected if the association had not said it would come if there was a suitable building. The edifice is on South Broadway, and is to cost \$90,000. I wish I could say it was completed; it looks as though it would hardly have more than walls, roof, and floors in position. A good deal of the engineering about Convention Hall was done by Col. Clement.

I have made considerable inquiry about the New York State Association, but hear little; possibly its feeble light is obscured in the rising of that greater luminary the National.

This year all the large hotels will be open, at "convention rates," to the educators. The United States, the Union, the Windsor, all five-dollar houses, will put their rate at \$3.00. There are numerous excellent small hotels here where only one dollar per day will be charged. There is an expectation that 15,000 teachers will come together.

Col. Parker at Chautauqua.

The Chautauqua Assembly of New York, situated on the beautiful lake of that name, may justly claim to be the great pioneer of summer schools. While other Chautauquas have been founded and have been wonderfully successful, the original Chautauqua assembly offers manifold inducements year by year, to all who wish to study or enjoy themselves during the summer vacation.

It is remarkable that any institution can present such attractions to the students, as the Chautauqua assembly on Lake Chautauqua.

The Teachers' Retreat, started by John W. Dickinson, secretary of the board of education of Massachusetts, and directed by him for thirteen years, was last year put into the hands of Col. Francis W. Parker, of the Cook County normal school. The scope of the work being greatly enlarged by the Chautauqua assembly, Col. Parker brought with him eight of his best teachers, and the courses were organized to present the best features of the work in the Cook County normal school.

This year, Col. Parker gives a course of lessons in psychology, to be followed by discussions.

Prof. Wilbur S. Jackman will have charge of the science department; he has met with great success in introducing elementary science studies into the public schools. He brings with him all apparatus necessary to do practical work.

Miss Emily J. Rice, a graduate of the Oswego normal school, will have charge of the history teaching. She has been in the Cook County normal school for seventeen years.

Mrs. Frank Stuart Parker, who ranks high as a teacher of elocution, will give a course of lectures upon Delsarte and the pedagogics of elocution. She is a graduate of the Boston school of oratory, and was Prof. Raymond's first assistant there.

William M. Giffin, vice-principal of the Cook County normal, will teach the pedagogics of number and arithmetic; he is well known to readers of THE JOURNAL.

Miss Zonia Baber will teach structural geography, assisted by a large amount of illustrative material taken from the normal school.

Miss Ida C. Heffron will give a course of lectures upon the pedagogics of art teaching, and will also teach chalk modeling in structural geography.

Miss Sarah E. Griswold will present primary methods of teaching. She will show the relation of science, geography, history, and number teaching to reading and language.

Miss Annie E. Allen, the kindergarten teacher of the normal school, will assist Miss Griswold in her work.

Walter J. Kenyon, teacher of sloyd in the Cook County normal school, and a graduate of the school at Naas, Sweden, will give instructions in that branch.

It is to be noted that all the work done by the teachers is presented under the motive of "concentration," as Col. Parker believes that "concentration is the future of all teaching. Those who gathered at the Retreat under Col. Parker and his assistants felt they gained clear views of educational science. "Ample repaid" was the watchword at the close.

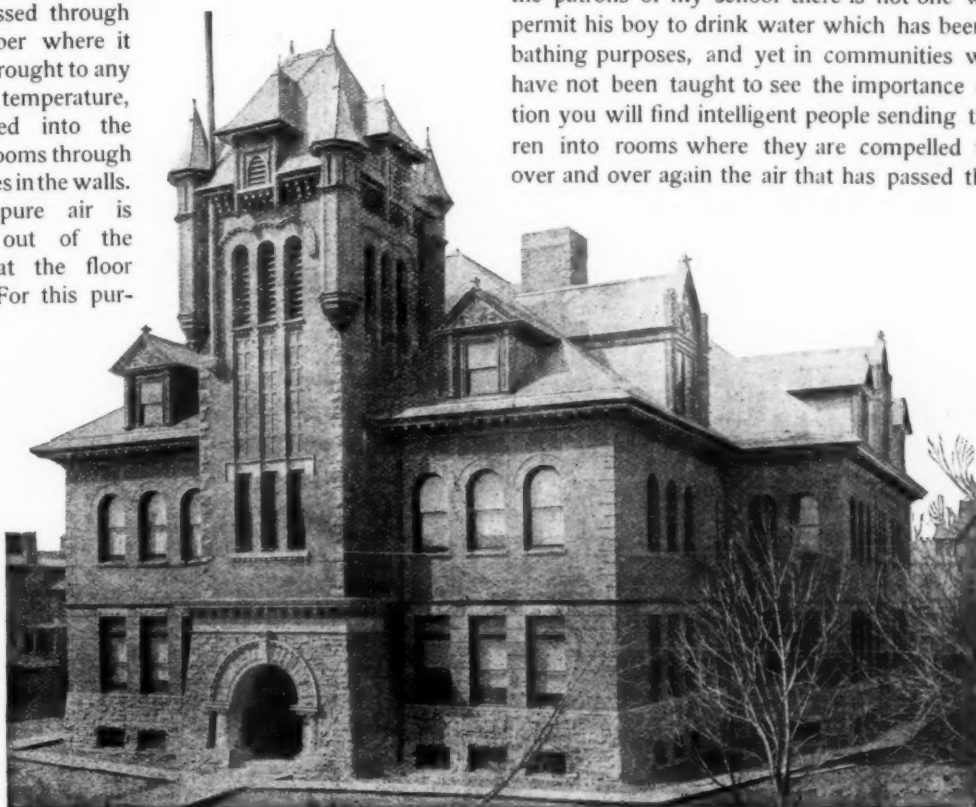
A Model School Building.

IN no line of work is more progress being made than in school-house architecture. It is practically demonstrated that comfortable, well ventilated and even beautiful school buildings pay. They have a commercial value not included in land, lumber, brick and mortar.

We here present a picture of No. 10 School building, Rochester, New York. No city in the Empire state has made more rapid progress, or achieved more substantial success in building, for school purposes, structures of modern design and thorough sanitary appointments. The building represented was recently inspected and some interesting experiments were made to show the thorough character of its ventilation and heating. Air is taken from outside through basement windows and, having been passed through a chamber where it can be brought to any required temperature, is carried into the school-rooms through large flues in the walls. The impure air is drawn out of the rooms at the floor level. For this pur-

sults?" The answer was—"This is no experiment, we have the Smead system. It is in use in ten or twelve other school buildings in this city, and has been in use in some of them for several years."

Said another teacher to us—"I am striving to impress everybody I meet with the importance of proper ventilation. After all, cleanliness is as much a matter of education as is Godliness. Before knives and folks were used it was doubtless considered cleanly to freely handle food with the fingers. I maintain that the teacher should constantly advance in the field which his instruction covers. If it is unsanitary and injurious to drink filthy water, it certainly is just as unsanitary, and just as injurious to breathe filthy air. Among all the patrons of my school there is not one who would permit his boy to drink water which has been used for bathing purposes, and yet in communities where they have not been taught to see the importance of ventilation you will find intelligent people sending their children into rooms where they are compelled to breathe over and over again the air that has passed through the



NOLAN, NOLAN AND STERN, Architects, Rochester, N. Y.

pose various openings are provided, so that the circulation shall be evenly distributed to all parts of the rooms. By the anemometer it was found that more than thirty cubic feet of fresh air per pupil was being provided each minute in every school-room. A peppermint odor placed outside the building and drawn through fresh-air windows in the basement, was completely diffused in every part of each school-room in less than two minutes. The uniformity of temperature between different rooms and different parts of each room was very marked. Scarcely more than one or two degrees of difference was observed. This test was made about the first of April. The building, however, has been in use since about the middle of the past winter. "Do you think" said one of our party to one of the teachers, "that these results will endure, or is it only because everything is new that you have such good re-

mouth, nostrils, throat and lungs of many other persons; Hood's lines are certainly applicable—"Think of it,—drink of it, if you can!" Now what we want is a missionary to go abroad among the American people and teach them the necessity of putting their school-houses into healthful condition, then the children will not only grow sounder bodies, but will have minds more alert and vigorous. And what a boon it would be to teachers—plenty of pure air at proper temperature! To many a wan and worn face the bloom of health would come back if only the lungs were supplied with what they demand. And then it would take so much worry out of life. We could stand the pranks of playful children without irritability if only we felt well all the time, but to have all the oxygen taken out of the air will eventually spoil the best disposition any teacher ever carried into a school-room."

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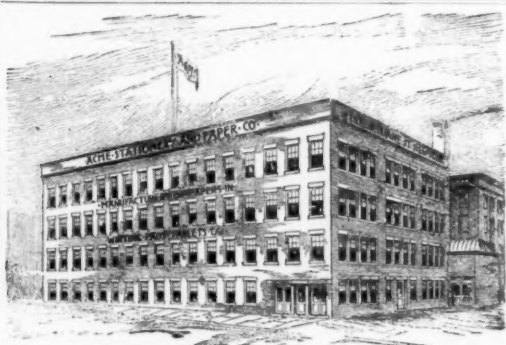
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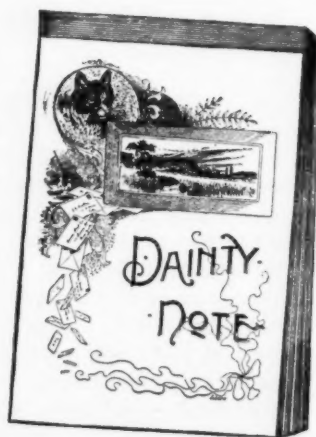


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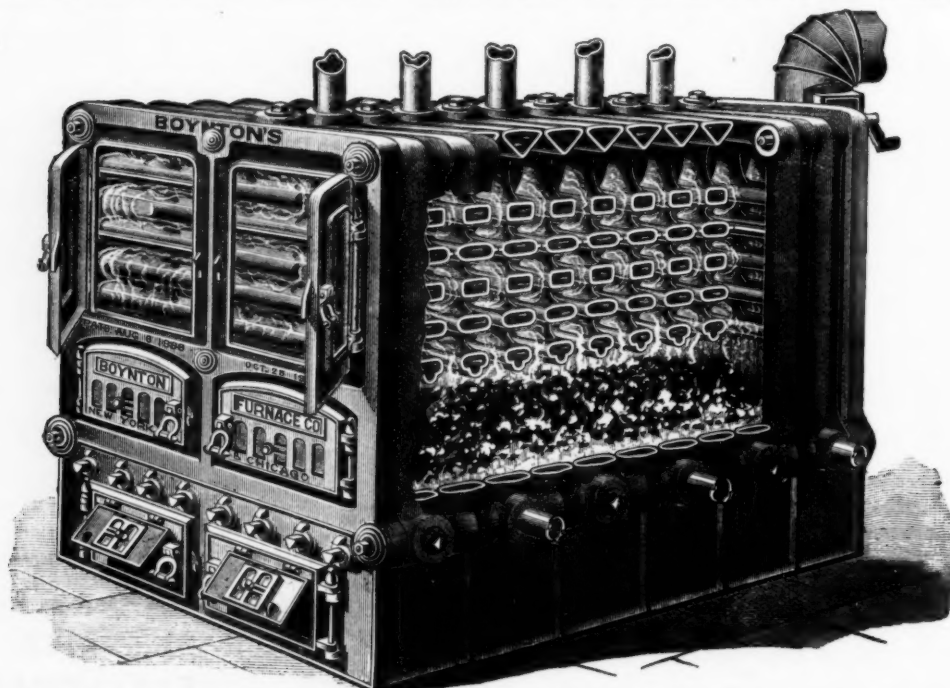


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BERKELEY SCHOOL,

No. 20 West 44th Street, New York, March 25, 1892.

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Gentlemen.—I take pleasure in saying that the practical use of your system of heating and ventilation in our new building for nearly a year, only confirms the favorable conclusions to which I arrived after a long and careful consideration a year and a half ago. The average health of the members of the school has been something remarkable for this or any other school, and I attribute it very largely to the fact that the air is not burned, but comes in over the radiators, heated to a low temperature, and retaining all its natural moisture. If I were concerned in the erection of any other public or private building, large or small, where it was within my power to secure your system of heating, I should certainly do so. It is incomparably superior to the methods of heating by steam or by hot air. Wishing you all success in your good work, in which I feel that you are really benefactors to the public, I am,

Yours faithfully,

JOHN S. WHITE.

As to the heating of the Berkeley School, Forty-fourth Street, near Fifth Avenue, New York City, the amount of space heated is 400,000 cubic feet, which requires four of Boynton's No. 11 Hot Water Heaters. The heating and ventilating system for this school was planned by The Boynton Furnace Company. The system of heating is by direct and indirect radiation, and the ventilation is by a system of ventilating flues connecting from each room to a main shaft in the top story of the building and attached to a large 48-inch Blakeman fan, which is run by electro motor power. By this system the air of the school and class rooms is changed three times each hour, and in the other rooms twice an hour.

Note—There is used in the above system 3,000 square feet of Direct Coil Radiation and 5,450 square feet of Direct-Indirect Radiation fed by the four boilers, which is so connected that in mild winter weather a fire in one or more will secure a perfect circulation throughout the entire system.

The pure air for direct-indirect radiators is taken from the floor level on each story.

The Direct Radiation is set in the armory and drill-rooms and the Direct-Indirect in main building.

The New Building, now being erected by the publishers of THE SCHOOL JOURNAL, on East 9th street, New York City, will be heated by one of Boynton's No. 46 Return Flue Hot Water Heaters. This building is illustrated on page 706 of this edition.

(EDITORIAL CORRESPONDENCE, CONTINUED FROM PAGE 696.)

James L. Hughes, superintendent of schools in Toronto, with Superintendent Jones of this city, spent the forenoon in driving around Saratoga; it was declared that the village seemed in every respect a perfect place to hold educational meetings in. Supt. Hughes is to deliver the annual address at the closing exercises of the Cook County normal school.

The Car Builders' Association is holding its annual meeting here; headquarters at Congress hall where there is a wonderful display of fixtures for cars—the heating, seating, lighting, movement, coupling, etc., of cars. There are 600 delegates; they form a very intelligent body of men, certainly. There are several publications relating to the railway business; the *Railroad Gazette*, in its 37th year issued weekly, costs \$4.20 per year.

There is another weekly at \$5.00 per year; two monthlies at \$1.00 per year. All these men, one publisher assured me, are readers of one if not of all of these journals, that they did not need to be urged to subscribe. The publisher of the educational paper has another class to deal with. A superintendent of a city that pays him a good salary to dispense ideas on education informed an agent, "It would be of no use to subscribe, I shouldn't read it; I don't read them; besides there is a lot sent me free." (THE JOURNAL is sent to no one free, except on exchange with other educational and newspapers; to subscribers, while they advertise, and to persons who render services equal in value to the yearly price. Those publishers who send their papers free to state and city superintendents, and pay postage at that, are advised that it is the way to render their papers undervalued.)

The editor of THE SCHOOL JOURNAL will have an office at Congress hotel, where he will be happy to meet his friends from North, East, South, and West, and Canada, too. All readers of THE JOURNAL, THE INSTITUTE, and EDUCATIONAL FOUNDATIONS, are invited to look him up.

A. M. K.

Saratoga, June 17, 1892.

The Adirondack lakes and mountains will attract many a teacher this year. They are easily reached by the Delaware & Hudson Railroad from Albany and Saratoga. For full particulars send to J. C. Burdick, G. P. A., Albany, N. Y., for his "Guide to the Adirondacks" (enclose 6 cents postage). This will tell all about Lake George and Saranac Lake. Let no one from the south and west return with only a glimpse of this enchanting country. It is difficult to name the best point; all are wonderful. The railroads from Saratoga will offer excursions at low rates. Ausable Chasm is a "mystery," Lake Placid "heavenly," and Elizabethtown "delightful."

The graduating exercises of the State normal college took place at Albany, June 17.

Graduates with degree of B. Pd., 18; normal school diploma, 94; kindergarten, 11.

After this year there will be no normal school diplomas granted; the college will enter on its specific work of giving higher training to teachers than the normal school bestow. At the annual exercises this year, State Superintendent Crooker gave an address which is spoken of in high terms.

A class of twenty-eight young ladies recently graduated from the Chauncy Hall Kindergarten department, Boston. This school under the principalship of Miss Lucy Wheelock is second to none in its reputation for thoroughness in the true Froebelian principles. Special prominence is given in this school, to lessons from nature which furnish the basis of one portion of every day's work. Much time is given to the development of principles of education based on Froebel's observations of child-life.

Prof. J. S. Crombie, of Minneapolis, has been elected to succeed Dr. Perkins at the Adelphi academy, Brooklyn. Prof. Crombie graduated at the University of Michigan in 1877 after which he superintended the public schools of Coldwater, Mich., for three years, and the schools at Big Rapids, Mich., for four years. Since then he has occupied the position of principal of Minneapolis Central high school. That institution has nearly doubled the number of teachers and pupils, under his management, and he brings to his position the honor and esteem of those with whom he has been associated.

The St. Paul school board have distinguished themselves, by putting all the high school and manual training teachers in that city on the same basis as to salary, that is, a woman because she is a woman receives no less salary for her services. The following is a list of the salaries adopted for the ensuing year:

Grade 3—First year, \$850; second year \$1,000; third year, \$1,000; fourth year, \$1,100; fifth year, \$1,100; sixth year, \$1,300. Grade 2—First year, \$1,000; second year, \$1,100; third year, \$1,200; fourth year, \$1,300; fifth year, \$1,400; sixth year, \$1,500. Grade 1—First year, \$1,000; second year, \$1,100; third year, \$1,400; fourth year, \$1,500; fifth year, \$1,600; sixth year, \$1,700; seventh year, \$1,800; eighth year, \$1,900; ninth year, \$2,000.

The teachers of Florida are planning to make a glorious occasion of the next state association, at De Funiak Springs, Dr. E. E. White and Col. Parker are to be present. This year there are to be sections,—kindergarten, primary, science, and pedagogical. There is an army of men and women teachers in Florida, poorly paid, poorly housed, poorly welcomed by parents but overflowing with earnestness for the cause. We believe it is a mistake not to meet permanently at Jacksonville—where railroad rates would be merely nominal and where accommodations at hotels would be abundant. But hail to you, teachers of Florida.

Thirty-nine students in the art department of Pratt institute receive diplomas this spring. Nineteen of this number were graduates of the normal art course and are prepared to become teachers and supervisors of drawing. Already eight of these graduates have found places.

Miss H. D. Mowry, director of the kindergarten department, will visit the forests of Thuringia, making a study of the early schools established by Froebel.

The following questions were asked at the examination of a class of pupils (girls) at an industrial school in Brooklyn:

1. Name the threads in woven goods
2. Which thread forms the selvage?
3. What is a bias cut?
4. What is a seam?
5. How must an overhand seam be drawn?

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A Handbook of Ready Reference for Student, General Reader and Teacher. Revised and Enlarged, to which has been Added "Drill Lists in U. S. History." By R. H. HOLBROOK, Vice President National Normal University, 12mo. Cloth. Postpaid, 75 cents.

This volume is an outline of History by the exponential system. It is intended to supplement and not to displace any text book. It presents a concise, complete, and logical classification of the subject. It is the result of years of labor on the part of a practical teacher to free the study of History from the ruts of routine memorizing, and to make it an exciting, fascinating and delightful study. Not only is this book an invaluable companion for the teacher and student, but as a work of reference for the general reader it will save much time and labor in locating important facts in their proper surroundings. With the thorough revision, the additions and the incorporation of the "Drill Lists," this work is now certainly the most complete and most valuable of the kind to be had.

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In this manual Prof. Holbrook presents in brief form the material and methods which he has developed and systematized during years of research and teaching and which he makes constant use of in his classes, making the study of history not only attractive and exciting, but a thorough preparation for citizenship. This work is intended as a handbook for both teacher and student to be used in connection with one or many text books.

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This volume is designed to assist the teacher in understanding and teaching the beauties of this matchless poem. "Even the teacher who thinks himself an expert with this much taught Elegy, will feel a sense of security in his decisions after he has read the critical opinions of this author, who touches every detail that any teacher would."

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In Descriptive Geography. By Prof. W. A. CLARK, Instructor in Geography, N. N. U. 12mo. Cloth. Price, 35 cents. Postpaid.

This is a manual of methods as well as a practical classbook. It can be used with any good texts in Descriptive or Physical Geography, systematizing and giving directness to the teacher's work. It is a labor-saving book, used by the individual pupils or owned and followed by the teacher only. The introductory diacritical essay is alone worth many times the price of the book to a teacher who wishes to avail himself of the successful experience of others.

6. How needles are pointed?
7. Locate three needle factories.
8. How is the eye of a needle made?
9. How are needles tempered?
10. How does cotton grow?
11. Name the large cotton growing states.
12. When is cotton planted?
13. When does it attain full growth?
14. What is the height of a plant?
15. Give the color of the blossom and color when ripe.
16. When is it ready to be picked?
17. Cut a piece of striped calico $4\frac{1}{2} \times 3\frac{1}{2}$ inches, match the lines, and overhand the seams.
18. Hem and run a $7\frac{1}{2}$ square of unbleached muslin, using red cotton No. 60, and No. 9 needle.
19. Gather $5\frac{1}{4}$ inch band on a piece of cambric 8×8 inches.
20. Put $1\frac{1}{4}$ inch gusset in a seam.
21. Overhand a patch on a calico sample.
22. Show $1\frac{1}{4}$ inches of darning on a 4-inch square of scrim.
23. Cut a square of a cashmere $6\frac{1}{2} \times 2\frac{1}{2}$, button-hole the edge, cut a three-corner hole and darn it with the ravelings.
24. French seam three inches of damask.
25. Show a darning in a sample of stockinet.

The Boston Teachers' Mutual Benefit Association will hold a grand bazar in that city next December. This association was organized two and a half years ago to secure annuities to female teachers who had rendered at least thirty-five years of service, and to male teachers who had given forty or more years of service, and also to younger teachers incapacitated by physical or mental infirmity for further duty. The plan of this association is that any teacher in the permanent employ of the city of Boston may be admitted to membership by a two-thirds' vote of the whole board of trustees, on the payment of an initiation fee of \$3 and of the assessments as may be required. No single assessment is to exceed \$5, and there are four assessments in each year. The permanent fund of the association is now about \$18,000, and fourteen annuitants are now receiving each \$320 per annum. No annuity, even when the permanent fund shall have reached \$60,000, will be allowed to exceed \$600. The sum of \$2,000 has been received in cash from persons who have appreciated the aims of the institution, and on the 1st of June the membership had reached about 850. The trustees are among the most responsible business men in Boston and serve the association without salaries.

Four hundred girl graduates from the grammar schools of Philadelphia are knocking for admission at the normal and high schools in that city, but there is no room for them. Superintendent Brooks suggests that a large building he engaged where this overflow of the "four hundred," shall temporarily "camp out" till the new normal school building is completed. In the discussion of the plans for this new building Dr. Brooks has suggested the

addition of a swimming pool to the fine gymnasium which will be an attractive feature for the school athletics. "I hold that every girl should know how to swim," said the progressive Dr. and the matter only waits for a formal petition from the pupils. Such a pool is at the state normal school at West Chester and has been a success from the first.

The school board at Saratoga Springs have abandoned their training school. It has been superseded by the state normal schools and the normal college.

The Bedford (Md.) *Democrat* takes nearly a page to give the closing exercises of the schools. It has pictures of the graduates, of Supt. Stalker and Profs. Thomas and Dye. The graduates appears to be girls; where are the boys, Mr. Stalker? We like the importance given to the schools, but wish the terms had been toned down a little; just a little; "phenomenal," "unparalleled," "unprecedented"—they are too American.

The circular of information recently issued by the bureau of education. "Promotions and Examinations in Graded Schools," was prepared by Dr. E. E. White and contains the following statistics with reference to customs of leading cities in school examinations and promotions:

(1) Pupils are promoted in primary grades in thirty-six cities on the judgment or estimates of teachers, in fourteen cities on the results of written examinations (chiefly), and in twenty cities on the results of examinations and the judgment or estimates of teachers united. Some of these cities make the examination the principal factor, and others the judgment or estimates of teachers. The term "primary grades" includes in several returns only the first two grades or years, in others the first three grades, and in others the first four grades.

(2) Pupils are promoted in grammar grades in sixteen cities on the judgment or estimates of teachers, in twenty-one cities on the results of written examinations and the judgment or estimates of teachers united.

(3) Pupils are promoted to high schools in fifteen cities without written examinations, in thirty-three cities on the results of written examinations (chiefly), and in twenty-two cities on the results of examinations and the judgment or estimates of teachers united. Of the fifteen cities that promote without examinations two promote on grammar-school certificate or "diploma"; three (Chicago, St. Louis, and Springfield, Mass.) on the recommendation of grammar-school principals; and the others on class standing, expressing the judgment or estimates of teachers. Most of these cities provide a written examination for pupils not promoted on class standing, in case this is desired by parents; and in several cities all pupils not promoted on class standing are examined.

V. E. Orr, editor of the *Georgia Teacher*, in the May issue declares that school boards of Georgia have been asked to buy school charts at \$35 that could be bought for \$12. The agent offered the commissioner from \$100 to \$500 as a bribe to buy at these rates. He says that forty counties have purchased them.



A. FLANAGAN-CHICAGO

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A new work by HANSON. Contains Exercise and Motion Songs, Bird Songs, Songs for Little Ones. Contains 100 large pp. **Price, 50 cents.**

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Of the many published by me the following are among the best:

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The annual report of schools of Cambridge, Mass., gives a most favorable report of the weekly delivery plan which connects the school and the public library together. In addition to this plan adopted by the library trustees to reach the school children with the best books, they bought at once all the list of books that were printed in the school report of a year ago, which was prepared to indicate those of special value to teachers. By this means the teachers now have within their reach more than seventy volumes bearing directly on their work. If the spirit of these library trustees of Cambridge should become contagious the problem of supplying teacher's libraries would be solved.

The state university of Colorado is thirteen years old, gives a general college course of four years, and confers degrees. It has a medical school with a three years' course, with a high standard of efficiency. There are already eight buildings and the professors are mostly specialists in their departments. The new president, Prof. James H. Baker, says: "We desire to make Colorado university renowned throughout the United States and to do it we must have financial support from the state and the good will of the people."

We take great pleasure in recommending *Scribner's Magazine* to the teachers as one that mirrors all the different forms of thought and endeavor of our complex civilization. It is an excellent periodical for those who seek general culture. In literature it has covered all the old fields and opened up new ones. About all the prominent writers of the United States, besides foreign authors, have contributed to its pages. The magazine has been particularly strong in the domain of geographical discovery, travel, and adventure. As an example of what it has done in recording the advance of commerce and industry we need only mention the Railway and Steamship series of articles. Social science has received the attention its great importance deserves. In the field of essays and biographies it has been one of the leaders. We must not overlook the art features of the magazine. In the way of illustration everything has been done to supply the best. The work of most of the leading illustrators of this country, and of many foreign artists, has appeared from time to time. As an educator of the taste the magazine is a good one to have on the family table.

The summer school of pedagogy held at Troy last year has adopted a course of study covering four years. For the winter term of three months of the first year the students are to read the "Hoosier Schoolmaster," by Edward Eggleston. That will have

an interest for the young gentlemen of Alabama; we remember Roxy yet, though it is a good many years since we made her acquaintance. But it would take them three months to get ready to stand an examination on Roxy. We can fancy a set of questions about Roxy. We think Dr. Eldridge has made a "new departure" in the selection of literature for the teachers. We shall expect to see the "Evolution of Dodd" raised to the dignity of a text-book yet.

New York City.

The eighth annual exhibition and commencement exercises of the Hebrew Technical Institute was a meritorious display of the pupils' work in all the various branches of their technical education. Beside the wood-working department, the joinery and turning shops and the metal working department, a crowning exhibit was to be found in the electrical laboratory where all the complicated instruments on exhibition were made by the pupils themselves. These young electricians between twelve and sixteen years of age have completed the twenty-light Edison continuous current dynamo, which was begun by last year's class, without one item of outside aid. Dr. Henry M. Leipziger, the former director of the institute, made an address to the graduating class of '92 and diplomas were awarded to 30 boys. Prizes aggregating \$450 were given to the different classes for general progress and excellence.

At the annual commencement of the Kraus Kindergarten seminary, New York city, the exercises, although private, were very interesting, consisting of valedictory, class prophecy, several papers relative to the work, and an appropriate reading from Whittier. Prof. and Mrs. Kraus concluded the exercises with helpful words of encouragement and advice to the graduates. The exhibit of class-work, which was public and largely attended, gave a practical illustration of the methods by which the hand, the eye, and the mind of young children are trained. The development of the sense of *proportion* was one of the best among the many good things of this exhibition, while the sense of beauty in form and color had not been neglected. The recognition of the needs of children shown in this exhibit must furnish another emphatic illustration, that the kindergarten is the indispensable foundation of the education of the future. The following are the names of graduates:

Sarah V. W. Bedford, Mary E. Cooper, Adriana B. Dorman, Sibyl Elder, Daisy Florance, Helen R. Goodman, Blanche A. Garfield, Emma S. Hartwell, Isabella M. Hatch, Helen Hunt, Anabel Higgins, Agnes Lichtenstein, Dora Lautenbach, Helen R. May, Kate B. Minor, Rosalie Nathan, Myra Park, Mary F. Schell, Lillian M. Shepherd, Mrs. Rose Vorhees, Hattie Wertheim, Minnie Higgins, and Mrs. F. A. Walker.

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Haven't you long wanted such a book? A record which will give a year's history of the individual pupil rather than a monthly report of a class? How hard it is to pick out the year's history of any particular pupil from the records now used! And then the work of copying the names of the pupils and studies each month!

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page all the data of the year's history, in attendance and scholarship, are given in a clear and concise form.

In the front of the book are blanks for summary statistics if desired. The book must be seen to fully understand its great value as a labor saving collector for school data. Size, about 9x12 inches. Not large and cumbersome as record books in general.

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Educational Associations.

We present for the convenience of our readers a list of the educational associations and summer schools, which is as complete as possible to date.

National Association, Saratoga Springs, July 12-15. E. H. Cook, Flushing, N. Y., Pres.; R. W. Stevenson, Wichita, Kan., Sec'y.
 New York State Teachers', Saratoga, July 7, 8, 9. A. B. Blodgett, Syracuse, Pres.; Welland Hendrick, Cortland, Sec'y.
 Pennsylvania State, Beaver Falls, July 5, 6, 7. Dr. E. O. Lyte, Millersville, Pres.; Supt. J. M. Reed, Beaver Falls, Sec'y.
 Southern Educational Association, Atlanta, Ga., July 6-8. Solomon Palmer, East Lake, Ala., Pres.; Eugene G. Harrell, Raleigh, N. C., Sec'y.
 Southern Illinois Teachers' Association, Effingham, Aug. 23, 24, 25. M. N. McCartney, Mound City, Pres.
 Texas State Teachers' Association, Houston, June 28-30.
 Kentucky State Teachers' Association, Paducah, June 28, 29, 30. C. H. Delrich, Hopkinsville, Pres.; R. H. Ca others, Louisville, Sec'y.
 Educational Association of Virginia, Bedford City, July 20-23. State Supt. Massey, Pres.; J. A. McGilvray, Richmond, Sec'y.
 American Institute of Instruction, Narragansett Pier. Ray Greene Huling, Fall River, Mass., Pres.; Augustus D. Small, Allston, Mass., Sec'y.
 Tennessee State Teachers' Association, Tullahoma, July 26, 27, 28. Supt. H. D. Huffaker, Chattanooga, Pres.; Prof. Frank Goodman, Nashville, Sec'y.
 Illinois State Teachers' Association, Springfield, Dec. 27, 28, 29. George R. Shawhan, Urbana, Pres.; Joel M. Bowlby, Metropolis, Sec'y.
 Georgia State Teachers' Association, Atlanta, July 4-6. Euler B. Smith, La Grange, Pres.; J. W. Frederick, Marshalltown, Sec'y.
 Arkansas State Teachers' Association, Mt. Nebo, June 28.
 West Virginia State Teachers' Association, Crafton, July 3.
 Virginia State Teachers' Association, Bedford City, July 20. J. A. McGilvray, Richmond, Sec'y.
 South Carolina State Teachers' Association, Columbia, July 19. L. W. Dick, Darlington, Sec'y.
 New Jersey State Teacher's Association, Asbury Park, N. J., June 30, July 1 & 2. State Supt. A. B. Poland, Trenton, Pres.; J. H. Hulsart, Dover, Sec'y.
 Kentucky Colored Teachers' State Association, Henderson, Ky., July 19. W. H. Mayo, Frankfort, Pres.; A. H. Payne, Hopkinsville, Sec'y.
 Maryland, Blue Mt. House, July 6. Albert F. Wilkerson, 1712 W. Lombard St., Baltimore, Sec'y.
 Texas State Teachers' Association, Houston, June 29, 30—July 1. J. M. Carlisle, Austin, Pres.
 Texas State Superintendents' Association, Houston, June 28.
 Alabama Educational Association, Birmingham, Ala., June 28, 29. J. H. Phillips, Pres.; J. W. Morgan, Jr., Sec'y.

SUMMER SCHOOLS.

National Summer School, Glens Falls. Three weeks, beginning July 10.
 Martha's Vineyard Summer Institute. Begins July 17. W. A. Mowry, Pres., Salem, Mass.
 Callanan Summer School of Methods, Des Moines, Iowa, July 6-31.

Chautauqua Literary and Scientific School, Chautauqua, N. Y., July 30—Aug. 26. John H. Vincent, Chancellor.
 North Texas Summer School, Fort Worth, July.
 Harvard University, Summer Courses. Vocal training and expression. Five weeks, beginning July 16. Instructor in charge, S. C. Curry.
 Harvard Summer School of Botany, Botanic Garden, Cambridge, June 30—Aug. 3.
 Montana Summer School of Normal Methods, Helena. Three weeks, beginning June 13. Write to Supt. R. G. Young, Helena, for particulars.
 Marine Biological Laboratory, Wood's Holl, Mass. Seven weeks, beginning May 6. Dr. C. O. Whitman, Director.
 Amherst Summer School of Languages. Five weeks, beginning July 4. Address Miss W. L. Montague, Amherst, Mass.
 Natural History Camp for Boys, Wigwam Hill, Lake Quinsigamond, Worcester, Mass. July 6—Aug. 31. Address Dr. W. H. Raymond, Worcester, Mass.
 Summer School of Pedagogy, Clark University, Worcester, Mass., July 18-30. Address Dr. G. Stanley Hall, Worcester, Mass.
 School of Applied Ethics, Plymouth, Mass., July 6—Aug. 17. Address the secretary, S. Burns Weston, 118 S. 12th St., Philadelphia, Pa.
 Summer Training School for Teachers, Coronado Beach, Cal., July 25—Aug. 15. Harr Wagner, San Diego, Cal., Pres.
 Pacific Grove, Cal., School of Methods, July 1-15. Supt. Will S. Monroe, Pasadena, Manager.
 Cornell University Summer School, Ithaca, N. Y., July 7—Aug. 18. Prof. G. W. Jones, 17 Stewart Ave., Ithaca, N. Y.
 Summer Training School of Kentucky State Normal, Lexington, Ky. Six weeks, beginning June 6. Address Ruric N. Roark, Lexington, Ky.
 Kentucky Chautauqua, Woodland Park, Lexington, Ky., June 28—July 8. Address Chas. S. Scott, Lexington, Ky.
 Western Summer School of Kindergarten and Primary Methods. June 28—July 22. La Porte, Ind., E. Elizabeth Hailmann, La Porte, Ind., Sec'y.
 Mountain Lake Park (Md.) Summer School, Aug. 2-23. Dr. Wilbur L. Davidson, Cincinnati, Superintendent.
 H. E. Holt's Normal School and Institute of Vocal Harmony, Lexington, Mass., Aug. 2-10. Address Mrs. H. E. Holt, Sec'y, Box 100 Lexington, Mass.
 Minnesota University Summer Training School, Minneapolis, Minn. Four weeks, beginning July 27. Address Supt. Kiehle, St. Paul.
 Chautauqua Assembly, Madison, S. D. July 1-21.
 Sea-Shore Normal Institute, Martha's Vineyard (West Chop). Four weeks, beginning July 18. A. E. Winship, Boston, Mass., Pres.; R. H. Holbrook, Lebanon, Ohio, Manager.
 Wisconsin Summer School. Madison, July 5-30. Address Prof. J. W. Stearns, Madison, Wis.
 School of Oratory, Ocean Park, Old Orchard, Maine, July 19—Aug. 5. Address I. F. Frisbee, A.M., Lewiston, Me.
 University Convocation of the State of New York, Senate Chamber, Albany July 5-7. Melvil Dewey, Sec'y.
 Peabody Summer School of Pedagogy, Troy, Ala.—5 weeks,—beginning Aug. 15. E. K. Eldridge, LL.D., Troy, Conductor.
 American Association for the Advancement of Science, Rochester, N. Y., Aug. 16-24. F. W. Putnam, Salem, Mass., Sec'y.

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The Presidential Candidates.

Representatives of the Republican party met at Minneapolis, June 7, and the following Friday re-nominated President Harrison; for second place they named Whitelaw Reid, editor of the New York Tribune and late minister to France. President Harrison did not secure the nomination without a struggle. Secretary Blaine, who was supposed to be out of the race, resigned from the cabinet on the Saturday before the convention met in order to become a candidate. In spite of fierce assaults on the



BENJAMIN HARRISON.

Harrison column by Mr. Blaine's supporters, for three days, it could not be broken.

President Harrison's administration has been marked by many important events. Most prominent among them is the passage of

the McKinley tariff bill, which the party fully endorsed in its platform. This bill included the famous reciprocity clause whose principal object was to increase our trade with the Central and South American republics. The dispute with Italy over the lynching of the Italians in New Orleans has been adjusted, and the Italian minister has returned to his post in Washington. Last



GROVER CLEVELAND.

winter the dispute with Chile over the attack on American sailors in Valparaiso grew alarming, but owing to that republic's graceful apology the affair was peacefully settled. The Bering sea fishery trouble has engrossed much attention; now, however, the matter is in the hand of arbitrators, and in a few months, perhaps, will be disposed of finally. President Harrison has signed the papers making more territories states than any other president ever did. Although President Cleveland signed the bill for the admission of Washington, Montana, North Dakota, and South Dakota, President Harrison had the honor to proclaim them members of the federation. The action for the admission of Idaho and Wyoming came wholly within his term. His administration also has witnessed the marvelous development of Oklahoma and a vast increase of our navy. Since President Harrison took the chair

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work on the Nicaragua canal has been got well under way. If the scheme is carried out successfully the benefit to the commerce of our country and the world will be immeasurable.

THE DEMOCRATIC CANDIDATE.—In spite of the desperate effort to defeat him, reminding one in many respects of the contest against President Harrison at Minneapolis, ex-President Cleveland was nominated by the national convention of the Democratic party at Chicago for the presidency. It ought to be very flattering to him to receive this honor from a great party three times in succession—an honor which not even the great popularity of Gen. Grant could secure for him. It is only another illustration of the power and influence wielded by a man who has ideas and principles, and who is not afraid to stand by them. No one has ever impugned Mr. Cleveland's honesty, though many disagree with his ideas. His whole course is one of official integrity, and this caused many disappointed politicians and others to oppose his nomination.

In the nominations of the two great parties the best sentiment in each has undoubtedly triumphed. Although the principles and aims of Mr. Harrison and Mr. Cleveland, and their respective parties, differ so widely, both men are so conservative and so intent on the good of all, that the interests of the country would be safe in the hands of either. The American people are fortunate in having two candidates of such high character.

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A few weeks ago there was a great rush to Oklahoma on account of the addition to that territory of a large tract of Arapahoe lands. Of the 6,000,000 acres, good and bad, in the new lands, 2,000,000 were apportioned to the Indians, upon their own selection. With a sagacity for which they are given full credit by all who know the savages, they selected the best lands along the streams, the bottoms and the timber, and the remaining 4,000,000 acres given to the needy settlers at \$1.50 an acre. After the rush was over the inexperienced white settlers found that the water in their claims was so impregnated with gypsum and alkali as to be unfit for use either by animal or man. All the sweet water springs had been taken by the Indians, who knew every hill and every valley of all the country. As might be expected, sickness followed and then began the abandonment of claims. Other lands were abandoned because they consisted of pure white clay or sand dunes, which could not be cultivated with profit.

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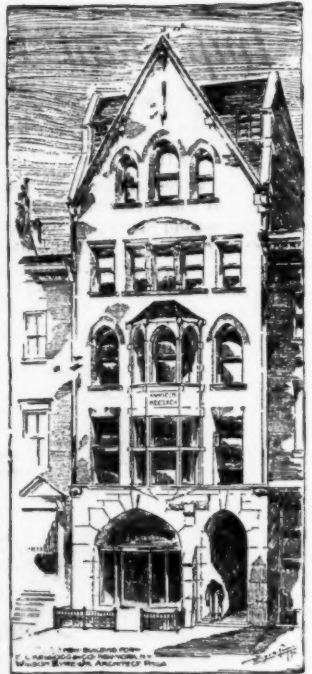
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The New Educational Building.

A brief reference was made in a recent issue of THE JOURNAL to the new building now in progress, designed for its permanent home. For several years it has been evident that our large business has been done at great disadvantage because of contracted room, and a more convenient place has been looked for. The way has finally opened to do more than was even hoped. A beautiful six-story building, 26x86 feet, with large basement, is now being built on Ninth street near Broadway, and will be finished in October. A cut of the front of stone and mottled brick and terra-cotta is here given. The design is by Wilson Eyre, of Philadelphia, an architect whose exquisitely beautiful work has attracted much attention, and good judges consider that he has surpassed his past work in the design here presented.

The building will have hot water heating, electric lights and elevator, fine plumbing, plate glass, etc. It will be a credit to the teaching profession, whose generous patronage has enabled the publishers to prepare so convenient and attractive a home for their great work for the advancement of education.

In the increased room available a much larger stock of books and helps of all kinds for teachers will be carried, of which a new catalogue is now being prepared, carefully describing under headings the various books of value on psychology, methods, general and special, etc. A new list of the 500 best books, on teaching, published to this date is now ready and will be sent free. A cordial invitation is extended to teachers and school officers to call.



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New Books.

A series of language lessons and plans for grammar lessons, being a part of the author's instructions in "Method," as given to the students of the Ottawa normal school, by Prin. John A. McCabe, have been embodied in a little volume under the title of *Hints for Language Lessons, and Plans for Grammar Lessons*. It is a handbook for teachers, and the object of the lesson is (a) to give the pupil ideas and (b) to give him the means and the power to express these ideas. The author very properly recommends that the youngest children begin by observing and describing things near at hand. The child is trained to use his mental powers—observation, memory, imagination, and reasoning,—increases his vocabulary, and learns to use language correctly and concisely. The lessons consist of the topic, the introduction, the development, the generalization, the technical term, the definition, and the practical exercises. Following such a systematic plan the teacher cannot but produce good results. How different this welding of thought to expression from the old, uninteresting "gerund grinding"! Teachers who are interested in the subject of language should examine Principal McCabe's book. (Ginn & Co., Boston.)

Bradbury's Academic Geometry, Part I., Plane, by William F. Bradbury, head master of Latin school, Cambridge, Mass., is designed for high schools and academies, and is especially adapted to meet the present requirements for admission to the leading colleges and scientific schools. In addition to the treatment of the subject by the demonstration of the usual theorems, there are at the close of each separate book, and at the end of the work, a large number of exercises, for original demonstration, and also numerous practical problems throughout the book designed to test the pupil's comprehension of the geometric principles contained in the theorems demonstrated. To make the page open and agreeable to the eye the geometric figures are large, and many signs and symbols are used. In the preparation of the book the author has been aided by valuable suggestions from teachers. Those teachers who have had but little experience in teaching the subject will get valuable hints on pages IX. to XV. (Thompson, Brown & Co., publishers. 75 cents.)

The Little Millers, by Effie W. Merriman, is the story of two orphans a brother and a sister, who lived in a poor quarter of the city of Minneapolis. In spite of their debasing associations, they succeed in maintaining their honesty, and show a fortitude in adverse circumstances that would do honor to older and wiser heads. The author's picture of these waifs is true to life, and her handling of the street dialect successful. The book is well illustrated. Many boys and girls in reading it will compare the characters in it to children of their acquaintance. (Lee & Shepard, Boston.)

A novel that strikes a happy mean between frothiness, on the one hand, and that solidity that repels, on the other, is *The Romance of a Chalet*, by Mrs. Campbell Praed. We are introduced to two of the leading characters on a railway train on their way to Switzerland. Soon we become acquainted with the pleasant home life of the chalet and find ourselves in the midst of a romance in which Miss Van Kluft, an American girl, and Sir

Rupert Keningale play the leading roles. Thence we have love scenes blended with pictures of fresh mountain scenery, with just enough of plot to engage the interest, but not harrow the feelings of the reader. One who has become exhausted by hard mental labor will find this story a pleasant and wholesome relief. (J. B. Lippincott & Co., Philadelphia. \$1.25.)

The old story of the blind men and the elephant is, to a certain extent, applicable to all of us. Using the sense of touch merely the blind men, instead of getting a complete conception of the gigantic animal, each had a separate tale to tell. The one who felt of his trunk said he was like a rope; the one who touched his ear that he seemed like a side of leather, etc. Now our education and prejudices cause us to have distorted views of social and political questions. Dan Beard, the author of *Moonlight*, and *Six Feet of Romance*, confesses that he is inclined naturally to look on the bright side of things. He imagines himself in a Pennsylvania mining town, where he becomes suddenly endowed with the power to "see things as they really are," and consequently with a desire to treat men as they ought to be treated. The author, from mingling with the miners, becomes thoroughly ashamed of his old, conventional, easy-going notions of wealth and justice, abandoning them for new; and as he is one of the owners of the mine, he has every opportunity of putting his newly acquired insight to test among the miners.

The reader who is acquainted with mining regions can guess just what abuses he attacks. He presents his views not only in an effective, but in an entertaining way. He has mastered the peculiar dialect of the region he describes, and shows that his observations of character have been close and accurate. Mr. Beard is one of a growing group of artists who have taken to literature. Having made the illustrations for this book himself there is the utmost harmony between them and the text. (Charles L. Webster & Co., New York. \$1.00.)

Two books lately published, the *Revised Model Elementary* and *New Model Complete Arithmetic*, are having a wide circulation. The *Revised Model Elementary Arithmetic* has been used for some time in the Chicago public schools. These books are in use in a large number of towns in Illinois, and have lately been adopted for the schools of Lockport, N. Y. In this Lockport contest they won over a number of others, a marked testimony to their merit. (Geo. Sherwood & Co., 307 and 309 Wabash avenue, Chicago.)

The title of the volume *Essentials of English*, by J. N. Patrick, A. M. implies, just what is found on examination, that much discrimination has been used in selecting its contents. As the ability of an editor is judged as much by what he keeps out of the paper as by what he puts in, so the ability of this author is shown by what he has omitted. Moreover what is given is presented with simplicity and directness, and it is aimed at the practical needs of the school-room. The method of the work is constructive throughout. As soon as a principle is stated, the pupil is required to apply it on the construction of sentences. This is a very strong point in the book. In order that the method may be carried out, an abundance of examples have been given. An especial point to be noticed is the attention given to letter writing, an art that is invaluable to the pupil in all the relations of life. A

(Continued on page 710.)

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- Eighteen others paying between \$600 and \$700.
- Fifty paying between \$500 and \$600, High School Ass'ts.
- 1064 Teacher of Mathematics in State Normal. \$600 to \$725.
- 1263 Preceptress in Academy. \$600 and home.
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(Continued from page 708.)

comparison of this book with some of the grammars of thirty or forty years ago will show what great progress has been made in language teaching. (A. Flanagan, Chicago.)

The various addresses which make up the volume entitled *The Spirit of the New Education*, by Louisa Parsons Hopkins, supervisor of the Boston public schools, have an underlying unity of thought and motive which warrants their presentation as an educational treatise. They are an outgrowth of vital relations with the educational reforms of the day and represent advanced theories; they have a strong flavor of discussion and active participation in questions constantly pressed upon the consideration of thoughtful teachers. The great problems of the development of character, and the evolution of the moral nature, have been ever present in the author's thought. Among the subjects treated are the following: "Manual Training," "Kindergarten Addresses," "The Utility of the Ideal," "The Relations of the Schools to Citizenship," "Character as an Object of School Education," "Elementary Science," "Public School Curriculum," "Moral Education," "Physical Training as a Means of Moral Training," "Our Divine Attachments," etc. Teachers will gather encouragement and strength from the words of this advanced educational thinker. (Lee & Shepard, Boston.)

A useful book for amateur chinaware decorators is *How to Apply Royal Worcester, Matt, Bronze, La Croix, and Dresden Colors to China*. The principal object of the book has been to solve the difficulties attending the vitrifiable colors, and to make it as elementary as possible. Its methods are based upon practical experience and will suit the needs of beginners as well as those who have some knowledge of ceramics. The first, second, and third editions were confined principally to Royal Worcester. They met with liberal patronage, and hence in the present edition, illustrations and several new chapters treating upon figures and flowers, after the Dresden methods, have been added. Also treatment with La Croix colors is given for fish, fruit, and flowers, besides directions for ground laying, gilding, mixing of colors, firing, etc., thereby uniting theory and practice throughout. The typography and make-up of the book correspond with its character. It is printed on smooth, delicately printed paper, and has numerous illustrations; red edges, and flexible covers bound in green cloth with decorations in black. (Osgood Art School, corner Broadway and 14th street, New York.)

Students who take up the study of the French language for the purpose of gaining facility in reading it, and also for the discipline it imparts should examine *A Reading French Grammar*, by Dr. E. H. Magill, ex-president of Swarthmore college. The

simple forms of the verb are first given in the order of their formation from the principal parts, followed by the essential rules for articles, nouns, adjectives, and pronouns. By following this up with practice in grammatical forms and easy reading exercises, a considerable vocabulary can be acquired in a few weeks. No attempt has been made to initiate the student into speaking French or to translating English into French because this work is often profitless. A foundation, however, is laid so that a speaking knowledge of the language may be very easily acquired by mingling with cultivated French people. The book deserves praise for what it omits as well as for the excellent arrangement of the matter it contains. (Christopher Sower Co., Philadelphia.)

The pamphlet entitled *Tennyson's Life and Poetry: and Mistakes Concerning Tennyson*, by Eugene Parsons, 3612 Stanton avenue, Chicago, will be of great assistance to those who wish to make a thorough study of this poet's works. There is a biographical note giving the titles of the large number of books and articles of value concerning Tennyson, a carefully prepared sketch of his life, a critical notice of his works, and a rather formidable list of the mistakes that have been made concerning the author and his works. (Published by the author. 15 cents.)

A story showing knowledge of children, vivid imagination, and fresh and pleasing fancy is *Tim's Fairy Tales*, by S. W. P. The author does not have to go the woods for the fairies, but finds them right in the midst of the great and bustling city of Chicago. The conjurer who summons these fairy shapes is a little hunchback boy. He hears voices in the butterfly, the caterpillar, and the humming-bird, and in the sound of the waves and the patter of the rain-drops. Besides being delightful reading for the little folks, the story teaches some wholesome moral lessons. The book is illustrated by Searle and Gorton, and P. Baumgras, and is bound in delicate gray cloth adorned with a silver butterfly and silver leaves and letters. (Lily Publishing House, Chicago. 60 cents.)

Alonzo R. Weed, LL. B., of the Boston bar, has prepared a manual of *Business Law* for schools and colleges. Persons who are acquainted with law know that the subject is so vast that it would be absurd to attempt to embody in a book of this kind, matter that would cover one-tenth even of the cases that arise. No book of the kind can take the place of a lawyer in special emergencies, but it can familiarize one with the general principles of law. This book gives facts and principles with which men who make pretensions to intelligence should be acquainted. After defining the law terms in common use, the author proceeds to consider contracts, principal and agent, partnership, sales of person-

(Continued on page 712.)

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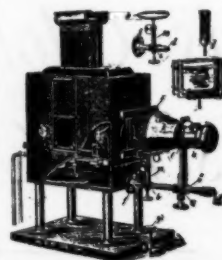
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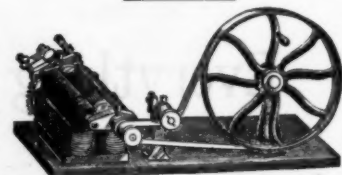
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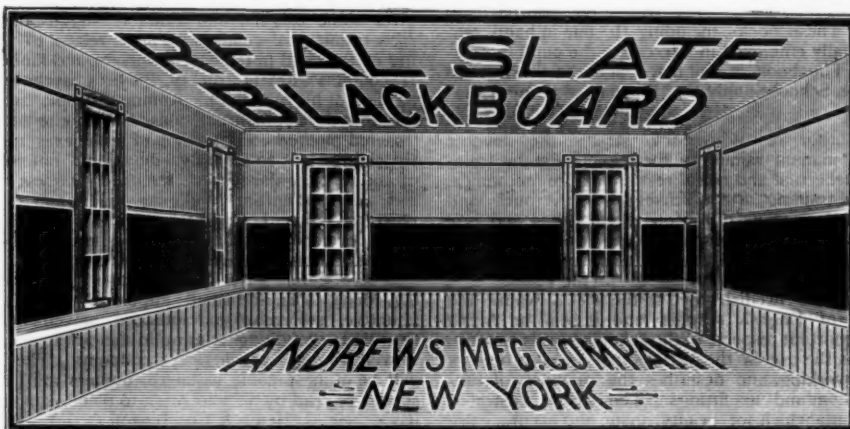
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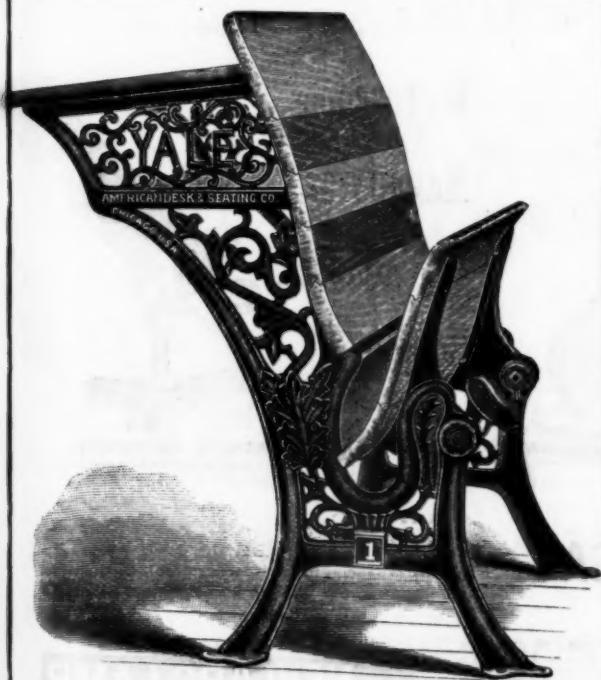
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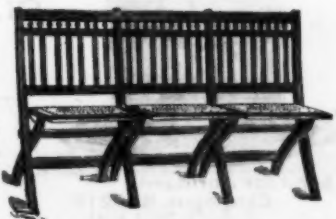
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(Continued from page 710.)

al property, bailments and common carriers, negotiable paper, deeds, mortgages and leases, collection laws, legal rates of interest, insurance, etc. It is an excellent idea to introduce the study of law into the schools, as proposed in this book, as it is a good preparation for citizenship. The questions at the end will help to impress on the mind the lessons that have been gone over. The pages devoted to business forms are a very valuable part of the volume. (D. C. Heath & Co., Boston, New York, and Chicago.)

All who appreciate the necessity of teaching the children of the schools something of the industrial processes for which this age is noted will have nothing but praise for the Information Readers. The pupil, when he goes out into the world with the knowledge they present in his mind, will be, to a certain extent, prepared to take part in the battle of life. It did not take the teachers or the public long to discover the worth of these books, and consequently there has been a very strong demand for them. No. 4, now before us treats of *Modern Industries and Commerce*. Robert Lewis, Ph. D., in preparing it has exhibited the same skill in presenting the salient features in such a way as to interest young minds, as was noted in the first three numbers. It considers the commercial and industrial conditions of the nations of the ancient world, and hence is, so far, a good preparation for the study of history. The pupil is then led up by degrees to the industrial processes of to-day. These books, including the one in hand, render the devices, usually employed in interesting the pupil in reading, unnecessary. The book is well made and the illustrations numerous. (Boston School Supply Co., Boston. 60 cents.)

S. Barter, the author of *Woodwork*, strikes the keynote when he says that "manual training of the school must be training which places intellectual and moral results before mechanical skill. It is a special training of the senses of sight, touch, and muscular perception by means of various occupations and is a training of these faculties not so much for their own sake, though that is important, as it is for the training of the mind." It was in this spirit that this treatise was prepared. In the volume it is attempted to adapt the Swedish sloyd to the special wants and changed condition of English schools, and it will be found adapted in many important respects to the schools of this country. The author explains the use of the various tools and processes employed in wood-working, and describes the qualities of timber, and the work-room and its fittings. The book is illustrated by many fine diagrams which for beauty, taste, and accuracy are

unexcelled. It is a fine addition to the literature of this important subject. (Macmillan & Co., New York. \$2.00.)

Our readers have read of the wonderful electrical feats performed by Edison, the "wizard of Llewellyn park." He is one of the men who have helped to make this force an every-day helper in science and industry. Those who wish to become their own wizards should read Dr. T. O'Connor Sloane's little 138-page volume, *Electric Toy-Making for Amateurs*. It describes the methods of applying electricity to simple constructions. "The effort has been," says the author, "to present the reader with a suggestive line of experimentation and construction, and to open a field within which his ideas can have indefinite scope and extent." The topics considered are batteries, permanent magnets, electro-magnets, electric motors, electric bells, miscellaneous toys, spark and induction coils, and allied subjects, hand power dynamo, and miscellaneous receipts and formulae. Dr. Sloane is a journalist and lecturer of wide reputation, and embodies in this book the results of a long period of study and experiment. It will supply the needs of those who wish something on the subject that is simple, yet comprehensive. The publishers have been generous with their illustrations, a fact that will be duly appreciated by the student. (Norman W. Henley & Co., 150 Nassau street, New York. \$1.00.)

In a volume entitled *Conscious Motherhood*, Emma Marwedel gives some original and valuable suggestions concerning the early training of children. Part I. relates to the earliest unfolding of the child in the cradle, nursery, and kindergarten, and Part II. contains extracts from W. Preyer's psycho-physiological investigation of his own child. Among the topics treated in the former are the development of conscious motherhood into its ideal, "sacred motherhood"; union of both sexes in ideal parenthood; the child's right to an early educational unfolding; development of and through the senses; the child's earliest conception of comfort and discomfort developing emotions; emotions leading to power of will and individual activities; the child's individual activity developing reasoning faculties, without the use of language; the great steps of learning to speak and how to use speech, etc. The second part gives observations on the senses of sight, hearing, touch, taste, and smell; impulsive motions; reflex, instinctive, imitative, expressive, and intended movements, etc. It will be seen that everything relating to the development of the child is viewed from a psychological standpoint. The book is one that will be of inestimable value to mothers and kindergartners. It should be read by all who wish to place education on a scientific basis. (D. C. Heath & Co., Boston.)

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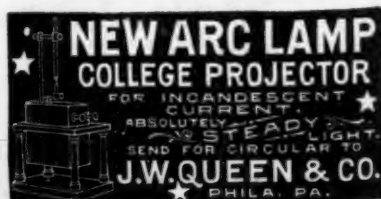
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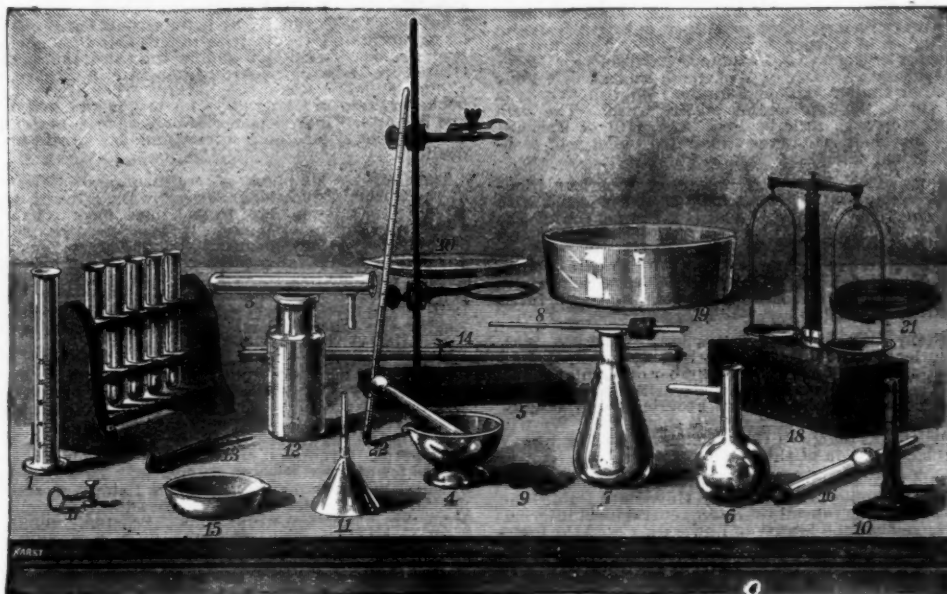
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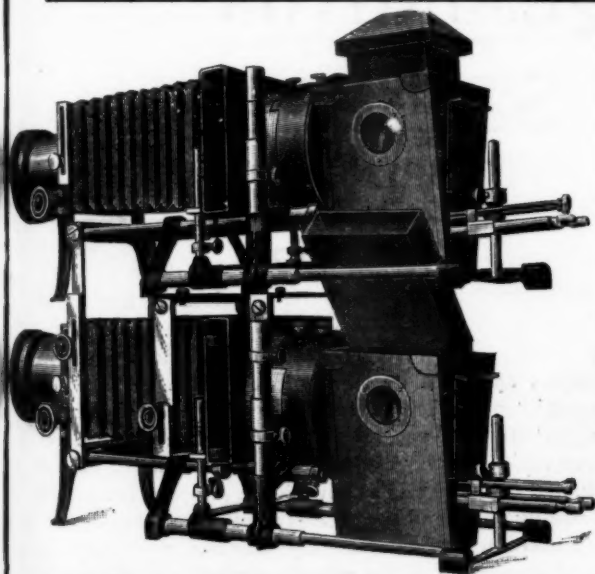
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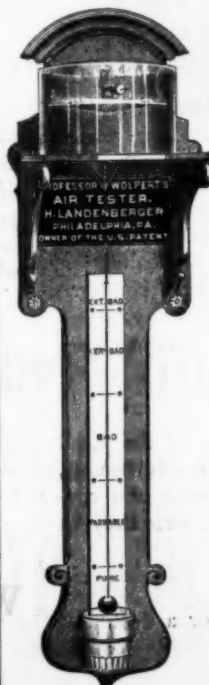
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The supplementary reading books and other new text-books in the study of English of Harper & Brothers, New York, are unsurpassed. Harper's School Classics include Addison's *Sir Roger de Coverley*, Goldsmith's *Vicar of Wakefield*, Thackeray's *Four Georges*, and other similar works. Johnson's *English Words* is an important aid to the appreciation of literature. The firm have under way a new rhetoric by Prof. A. S. Hill, of Harvard college. Write for their handsome illustrated bulletin of text-books for schools and colleges.

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A new book *Le Français Pratique*, in the series by Paul Bercy, is announced. This volume is intended to help beginners acquire a rapid knowledge of the French language. Specimen pages will be sent on application to the publisher, William R. Jenkins, New York. The Bercy series contains several successful books which Mr. Jenkins' catalogue fully describes.

One who examines the volumes of *The Library of American Literature* will not wonder that the work has received high praise

from such men as Dr. Noah Porter, John G. Whittier, Richard Malcolm Johnson, Hon. A. S. Draper, Bishop Vincent, and Drs. Harris and W. E. Sheldon. Every American school library should have it. What a mine of pleasure its eleven volumes (8,200 pages, nearly 3,000 selections of prose and poetry, and 160 steel and wood portraits) would be to the pupils! It is sold only on subscription, by Charles L. Webster & Co., New York.

Teachers should bear in mind that Charles Scribner's Sons are publishing three important educational series—the American History Series, *The Great Educators*; and the University Extension Manuals. In the first there has already been issued Fisher's volume on *The Colonial Era*; in the second, have appeared volumes on *Aristotle and Loyola*, with others to follow on *Alcuin*, *Abelard*, *Fröbel*, *Mann*, etc., and in the third, the subjects already treated are *Money*, *Fine Arts*, *Literature of France*, *Elements of Ethics*, and *The Realm of Nature*. They have a large list of books on literature, languages, history, mental and moral science, and fine arts. Chas. Scribner's Sons, have a high reputation for the superiority of their works, and the uprightness of their dealings.

The clearness, simplicity of treatment, and admirable gradation of the Normal Educational Series, by Dr. Edward Brooks, superintendent of the schools of Philadelphia, have won for these books a high place in the estimation of teachers. The series includes arithmetics, algebra, geometry, trigonometry, etc. Christopher Sower Co., who furnish these excellent books, also issue Harley's *Topical Outlines in History*, Felton's *Outline Maps*, Montgomery's *Normal System of Outline Drawing*, Westlake's *How to Write Letters*, Lyte's *Bookkeeping and Blanks*, Welsh's *Practical English Grammar*, and other school books. Write to the publishers for particulars.

A large list of books from which to choose, in mathematics, is furnished by Thompson, Brown & Co., Boston. Cogswell's *Lessons in Number* is adapted in an unexcelled manner, to the present requirements of primary instruction. Beginners in algebra, will find Bradbury and Emery's *Academic Algebra* suited to their needs. Bradbury and Emery's *Academic Geometry* is intended for high schools and academies. Thorough adaptation to business methods mark Bradbury's *Eaton's Practical and Elementary Arithmetics*, and these are admirably supplemented by Merserve's practical works on bookkeeping. Stone's *History of England* gives the principal facts in such a manner as to interest and attract. Write for descriptive circulars.

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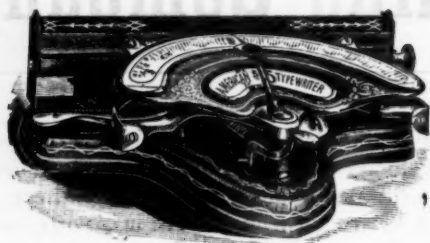
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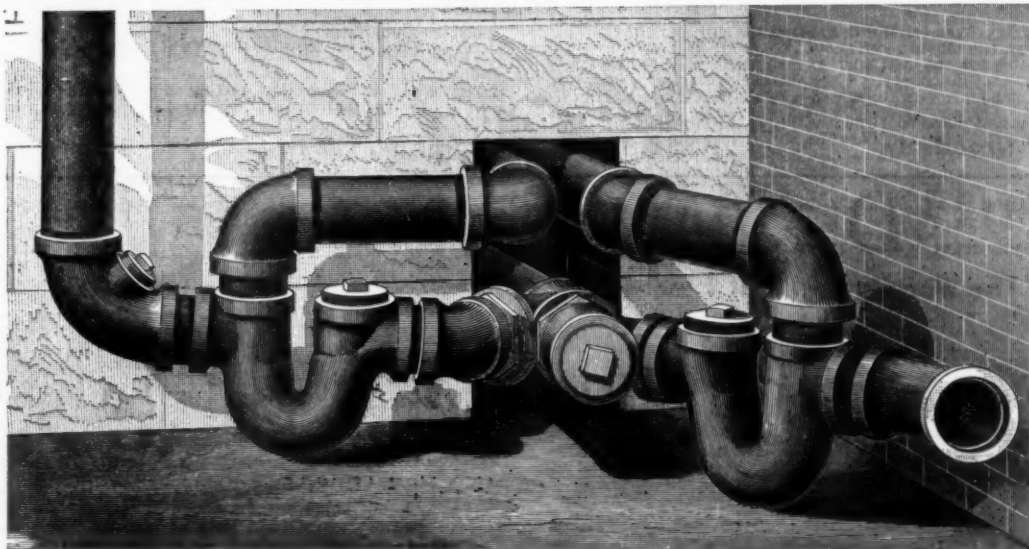
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Publishers' Desk.

Persons who are interested in the study of chemistry will be gratified to learn that a new edition of that excellent book *The Compendious Manual of Qualitative Analysis*, of G. W. Eliot and F. H. Storer, revised by W. B. Lindsay, A. B., B. S., of Dickinson college, has just been published by D. Van Nostrand Co., 23 Murray and 27 Warren streets, New York.

Why not profit in a pecuniary way by the long vacation that is nearly here? You can do so by taking up the sale of the publications of D. Lothrop Co. (Boston), or you can earn a prize such as a nice camera, a bicycle, a sewing machine, or an organ. Their magazines, *Wide Awake*, *The Pansy*, *Babylond*, and *Our Little Men and Women*, are offered to the schools at special rates. Among their books will be found many invaluable aids to teachers and scholars.

One of the agreeable surprises to the musical public is the rapid growth of the monthly journal, *The Musical Messenger*. It has been a first-class journal from the beginning but has steadily improved and extended its circulation till it bids fair to outstrip everything in its line. It already takes the lead among music journals in the abundance and variety of music that it furnishes, and it is gaining rapidly in circulation. Published by Fillmore Bros., Cincinnati, at \$1.00.

There has recently been published by the March Brothers, Lebanon, Ohio, a little volume on moral training in schools, by Emma L. Ballou, entitled *Lessons in Right-Doing*, Vol. 2. The lessons are presented by means of enticing stories and talks. The same publishers also have many teachers' aids.

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The teaching of geography has assumed much more importance in recent years, and the methods of presenting the subject have greatly improved. In order to teach the subject in the most effective way, the school room should be supplied with maps, globes, and slates for the wall such as are furnished by the Wm. J. C. Dulany Co., Baltimore. They also have map supports, reading charts, school furniture, school books, and school stationery.

A pleasant place-cool and inviting is the new quarters of W. B. Harrison, 59 Fifth ave., New York. There the teacher will find comfortable chairs and an array of school-books, teachers' aids, and

school-room helps that is astonishing. Polite attention is given everyone; that is one of the secrets of Mr. Harrison's success. His patented school-book cover is meeting with astounding sales.

The problem of heating large buildings satisfactorily has been solved by the Boynton Furnace Co., New York and Chicago, who call special attention to their Return Flue Hot Water Heater. It is made in eighteen sizes, from 200 to 6,000 square feet of direct radiation. As an example of the remarkable success they have attained in heating a large building we would mention the Berkeley school building. The air is not burned, but comes in over the radiators, heated to a low temperature, and retaining all its natural moisture. The publishers of *THE JOURNAL* have so much confidence in the system, that the Boynton heaters as illustrated in their page advertisement, will be put in their new building, now in course of erection. Heating by steam was discussed by them, but the greater economy of hot water heating; the pleasant and equable heat produced, as the remarkable success of the Boynton, led them to adopt this system.

While visiting the new public schools at the West, the editor was surprised to find the air so pure, and wholly wanting the usual "school-room smell," so apparent everywhere the East. After inquiry he discovered that the "Smead system of warming and ventilating" was used. It is not too much to say that this system will add fifty per cent. to the power of the teacher. The best teaching fails when the air is impure. It is a pleasure to advertise a thing so good as this system is. And it is a pleasure to look at the large list of schools and churches that are using it. It shows the renewed attention that is being paid to a subject once entirely neglected. It is remarkable how the Western states took up this system; the East is now making up for the delay. Supt. Marble of Worcester says: "It is the best," "gives entire satisfaction" and he is a good judge.

It is coming to be appreciated that in plumbing the best is not too good. Work that is substantial, durable, but not showy—that will last for years—is what is wanted. Such is the Durham System of the Durham House Drainage Co., New York. The drain pipes of this system are wrought-iron and screw-jointed like large gas and steam pipes. They are made so tight that no gas can escape from them into the building, and the traps prevent its coming up from the sewer. At the same time the system allows the joints to be so hidden by the floors that the work has a neat and handsome appearance. These points make the system especially desirable for school-buildings. The new city of Pullman, Ill., is drained throughout by this system, and the publishers of *THE JOURNAL* have so much faith in it that they will put it in their new building.

Pure, wholesome literature, that is at once instructive and so entertaining as to hold the attention of young pupils is what is wanted for supplementary reading in primary departments. Such a book is *Tim's Fairy Tales*, by Sarah Wilder Pratt, published by Lily Publishing House, Chicago. The elders as well as the little ones are charmed by it. Teachers can obtain full information on application to the publishers.



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The school books of Ginn & Co., Boston, cover about all the subjects taught in lower schools and colleges—elementary English, higher English, Old English, Latin, Greek, mathematics, science, music, history, philosophy, modern languages, oriental languages, geography, etc. Among those that may be mentioned are Wentworth's Arithmetics, Stickney's Readers, Classics for Children, Montgomery's American History, The National Music Course etc. Then the teachers' books, such as the Teachers' edition of Wentworth's First Steps in Number, Prince's Courses of Studies and Methods of Teaching, and Lectures on Hygiene, must not be forgotten. The publishers will send catalogues describing these and other books.

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We would call special attention to Cassell's New German Dictionary, by Elizabeth Weir, and Cassell's French Dictionary, corrected and revised by Prof. Roubaud, B. A. Special pages of these splendid works will be sent on application to the Cassell Publishing Co., New York. They also have some valuable reference books, as A Dictionary of Thoughts, Dictionary of Phrase and Fable, Dictionary of English Literature, etc. The excellent little volumes of Cassell's National Literary are edited by Prof. Henry Morley.

Many notable books for library use and holiday gifts are on the list of Thomas Y. Crowell & Co., New York. Some of them we will mention are Dickens, Famous Composers, Famous English Statesmen, A Century of American Literature, Tennyson, Hugo, Irving, Jane Eyre, Tom Brown's School Days, The Lotus Series of Poets, A Dictionary of Quotations from the Poets, Initials and Pseudonyms, etc. A description of these and other books may be obtained from the publishers.

Everybody has heard of that splendid compendium of knowledge, Chambers' Encyclopedia. A new edition that is meeting with much favor is being issued by J. B. Lippincott Co., Philadelphia. Nine volumes are already out, and the remaining volume will be published in the fall. Attention is also called to Worcester's New Academic Dictionary, printed from entirely new plates, and Worcester's New Comprehensive Dictionary, whose design has been to give the greatest possible quantity of useful matters in the most condensed form. Specimen pages will be mailed free to any address.

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The hit of the day is the New Script Primer, a text-book in pure script, after the best methods. It furnishes the needed preliminary drill in script vocabulary. This book is issued by Potter & Putnam, New York, who also publish the Individual School Record, which will give a year's history of the individual pupil, rather than a monthly report of the class. They have on their list also Atwood's Language Tablets, Popular Geography of New York, and other books.

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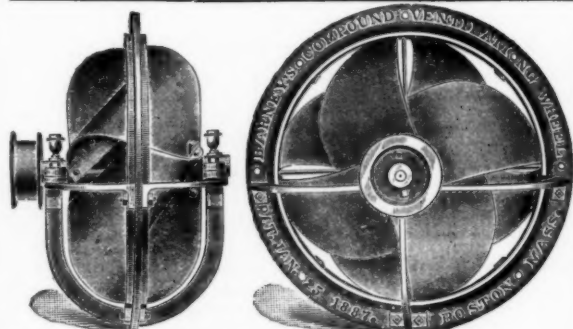
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FACE VIEW.

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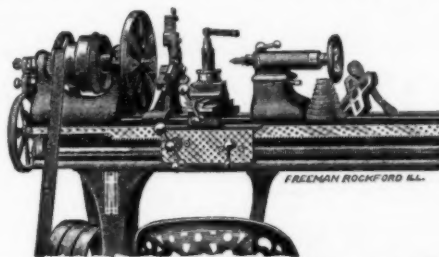
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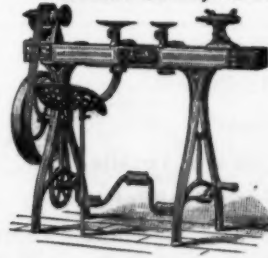
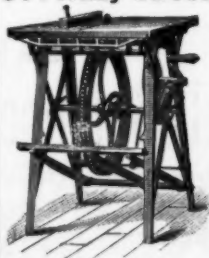
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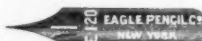
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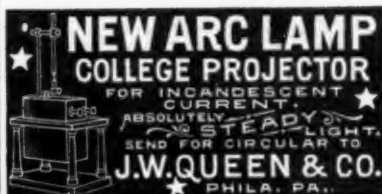
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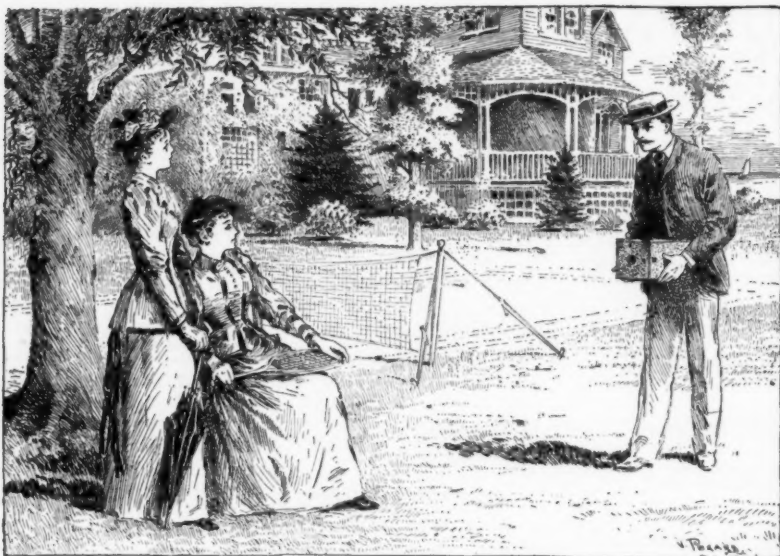
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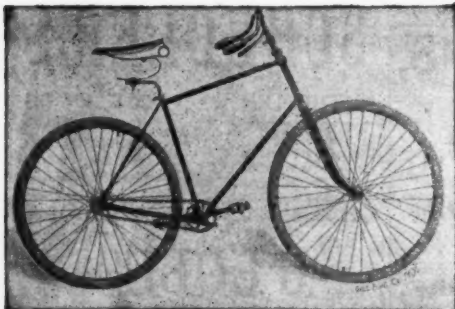
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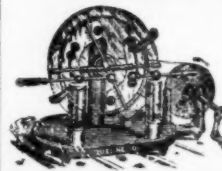
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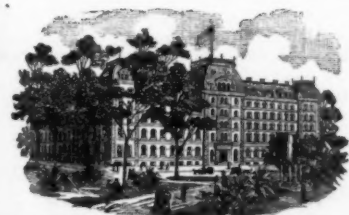
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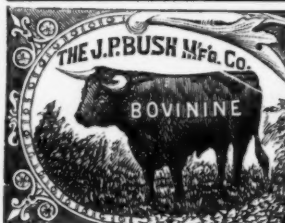


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Peckham, Little & Co., of 56 Reade street, N. Y., are making arrangements to do more business this fall. The rapid rise of these energetic young men shows what push can do. Their aim has always been to give their customers the best they can for the least money. Their motto is "Everything for the school room."

The Chautauqua counselors have succeeded in making the so-called "Greek Year" (1892-3) the most attractive of the series. Heretofore their meager historical primer and large doses of literary criticism have sometimes seemed to over burden this section of the C. L. S. C. course. The prescribed readings for the current year have just been published. They include, besides the four books upon Grecian topics, W. Eleroy Curtis' unique description of the diplomatic service of the United States, and Dr. George Park Fisher's pithy statement of the evidences that Christianity is true, two works of great interest and unusual value. Mr. Joy's *Grecian History* is just comprehensive enough to afford the proper setting for the facts of Greek life, art, and letters comprised in Dr. Wilkinson's *Greek Literature*, Prof. Church's story of *Callias*, and the illustrated handbook of *Greek Architecture and Sculpture*. The four books admirably supplement each other.

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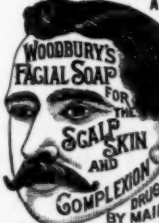
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